

Birchgrove Primary



Where every child is a
star!

**Assessment, Recording and Reporting
Policy**

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Birchgrove Primary School

Assessment, Recording and Reporting Policy

Assessment is a continuous process integral to learning and teaching. In conjunction with recording and reporting it is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Introduction

Assessment is the means of obtaining information, which allows teachers, pupils and parents to make judgements about pupil progress. The starting point for this is the curriculum and the processes of learning and teaching. Assessment is integral to the planning process and is a tool for reflection on programme construction and teaching. Assessment measures the success of learning, teaching and achievement and guides the next steps to be achieved. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skill and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Assessment can be:

- Formative - to indicate the effectiveness of teaching and learning
- Diagnostic - to indicate strengths and weaknesses
- Summative - for recording and reporting purposes
- Informal - on going for teacher and pupil information
- Self and peer assessment.

Principles of Assessment are:

- To provide information to support progression in learning and improve the quality of curricular provision
- To provide information for target setting at school, subject and individual level
- To share learning goals with children

- To involve all children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children for intervention
- To inform parents, governors and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for Learning

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Birchgrove Primary School we will:

- Evaluate pupils' learning to identify those pupils with particular needs, including those who are more able, so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to take
- Set individual and group targets on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives and skills
- Mark work so that it is constructive and informative
- Incorporate both formative and summative assessment opportunities in medium, short term planning
- Carry out focussed assessment activities throughout the year
- Regularly record pupil attainment using INCERTS
- Pass on assessment data to the next class teacher so that children can be tracked as they progress through the school
- Provide verbal and written feedback to pupils related to the learning objective

- Allow time at the beginning of each lesson for the children to absorb any comments written on their work

Involvement of Children

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development.

Children will:

- Be involved in and responsible for their own learning
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning
- Be able to explain what they are learning and visualise a successful outcome or conclusion
- Identify aspects of their work that they find easy or difficult
- Contribute to developing success criteria
- Use feedback from a teacher or a peer to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers
- Think, learn and talk about how they learn and what helps them to learn
- Ask and answer questions about what they are learning of teachers and other pupils
- Be able to discuss their personal targets and the progress they are making

Planning for Assessment

Teaching, learning and assessment are inter-related and so assessment forms a natural part of teaching and learning. Formative assessment is a continuous process as children are developing all the time. Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities. Assessment is also an integral part of planning.

We use the National Curriculum, Foundation Phase Framework, Literacy and Numeracy Framework and Cornerstones Curriculum to guide our long- term teaching. Curriculum Maps and Overviews identify what is to be taught to each year group.

We use our short-term weekly planning to specify clear learning intentions. We base these upon the teacher's ongoing informal assessment of his or her class as well as their knowledge of the needs of individual children.

We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson.

We make a note of those individual children who do not achieve at the expected level for the lesson or who require further challenge and we use this information when planning the next lesson.

We also keep this information as a record of the progress made by the class.

Summative assessments are made using commercially produced standardised tests.

Target Setting

Target setting is the means by which we identify specific and measurable goals that help to improve standards achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

The targets that we set are challenging, measurable but also realistic and take into account the starting point for each individual child. Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. Target setting involves the pupils in making decisions about their own learning. This helps them to learn more effectively, by making it clear what it is they need to do next in order to improve.

At Birchgrove Primary we set a range of different types of targets. These are reviewed on a regular basis. Specific learning targets are also given to pupils regularly by their teacher in the form of formative marking.

In the Autumn term teachers set statutory end of key stage targets in line with Local Education Authority guidelines and Welsh Assembly Government legislation.

Equal Opportunities

We aim to offer each child equal access to assessment opportunities, regardless of ability, race or gender, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Our assessments as with all planned activities take account of the targets set for individual children.

Recording

Teachers use records to review pupil progress, set appropriate targets for the future and to form the basis of teacher assessments and reports.

Records are kept in many ways and varies from subject to subject.

At Birchgrove Primary these include:

- Teacher's planning
- Children's work
- Teacher's field notes e.g. significant outcomes

- Results of standardised tests
- Baseline results
- Summary of focussed assessment activities
- Individual portfolios
- Reading records
- SIMS online tracker
- Termly Venn diagrams tracking pupil progress

Reporting to Parents

- Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- At Birchgrove Primary we:
- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled in their new class, review targets and have the opportunity for a mid-year verbal progress report
- Provide an end of year written report which includes the results of statutory assessments, where appropriate, and gives information relating to progress and attainment. This report will also identify target areas for the next school year
- Encourage pupils to offer their own evaluation of their performance during the year which will be included in the end of year report
- Provide space for parental feedback on the end of year written report
- Discuss pupil progress at the request of a parent by appointment
- Encourage parents to contact the school if they have any concerns about any aspects of their child's education
- Provide parents with a 'Star Letter' each context which identifies the main areas of study for that particular class during the given context
- Deliver termly curriculum talks in Key stage Two to highlight for parents the main areas to be covered that term and ways in which they can support their child's learning.

Ensuring Consistency and Progression

Moderation is essential to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Birchgrove Primary we:

- Work in close collaboration with colleagues
- Meet regularly in phases and as a whole staff to moderate samples of work

- Moderate work through planning and book scrutiny feeding findings back to members of staff
- Collate evidence to reinforce teacher assessments
- Participate in cross phase and cluster moderation exercises

Monitoring and Review

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Monitor the implementation of the policy
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource the school with relevant materials
- Consult with staff about targets set
- Analyse results to identify attainment and progress made by pupils and for groups of pupils
- With headteacher and ALNCo, highlight pupils who have made little or no progress or who are working below expectations