



**GREAT MISSENDEN CHURCH OF ENGLAND
COMBINED SCHOOL**

ASSESSMENT, RECORDING AND REPORTING POLICY

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1 Philosophy

At Great Missenden School we believe that assessment is at the heart of effective teaching and learning. When it has an effect on planning and informs teaching it raises standards.

Our assessment procedures recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

2 Principles

Assessment is based on and matched to clear learning objectives.

Assessment is shared with other teachers, pupils and parents.

At Great Missenden School we seek to assess the pupils' learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the National Curriculum.
- Their wider achievements, both curricular and social.

In our school we give all children every opportunity to show what they know, can do and understand by:

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks.
- Considering the needs of all pupils.
- Developing a marking policy which ensures communication between pupil and teacher and consistency throughout the school.

3 Purposes

Effective assessment, recording and reporting will:

Enhance the learning of our pupils because:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching.
- Assessment motivates the pupils through success/achievement.
- Assessment highlights strengths and weaknesses together with strategies to manage them.
- Assessment provides reliable and credible information to support continuity and progression in the learning process.
- Assessment provides valid information to assist with setting individual pupil targets.

Aid and support the teachers in evaluating their teaching:

- Assessment indicates strengths and weaknesses in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme.
- Assessment indicates strengths and weaknesses in the teaching style (method)
- Assessment identifies pupils who require support and pupils who require extension (mastery)

Provide information for others:

- Pupils
- Parents
- Teachers and County advisers
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- L.A., OFSTED and DfE

4 Types of assessment

Formative assessment enables the positive achievement of pupils to be recognised and informs decisions taken about the next appropriate stage of learning.

Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.

Summative assessment records the overall achievement of the pupil in an orderly way. This is presented in our annual report to parents.

Evaluative assessment is the means by which some school work can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching methods and schemes.

Synoptic assessment is the means by which, usually at the end of the Key Stage, assessment covers aspects across the whole Key Stage.

5 What assessment do we carry out in our school?

Early Years Foundation Stage (EYFS) Assessments

Assessment is recorded using the EYFS Profile. Assessment is made through continuous evidence collection of each child's progress and development. This evidence is obtained through samples of children's learning such as drawings and photographs observations; either incidental or planned.

Progress is recorded in the seven areas of learning of the Early Years Curriculum; The Early Learning Goals.

- Personal, social and emotional development
- Communication and Language

- Physical
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Parent consultations are held for every child in Pre-school to discuss their progress towards the goals. Parents are emailed an electronic report using the 2simple software each half term. Parents can request a paper copy of the report if they do not have access to a computer.

Foundation Stage Profile

Evidence is formed by ongoing observations and assessments made by the class teacher and teaching assistants. The parents can also contribute. The profiles are completed over the course of the Reception year and then passed on to the Year 1 teacher. Parents receive a summary of the profile and a report and also have the opportunity to meet with the class teacher at a parents evening in the spring term.

Types of evidence includes:

- Short comments/observations
- Focussed observations
- Assessments – both individual and group
- Annotated work
- Annotated and evaluated plans
- Photographs
- Termly phonic sounds and letter names
- Termly number recognition, formation and shape
- Reading records
- Writing assessment (summer term)
- Individual targets
- Group targets

Teacher Assessment

Assessment is a continual process and should be an integral part of the normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment should be incorporated in both medium and short term curriculum planning.

Examples of possible teacher assessments are:

- Discussion with an individual or group of children
- Observation of a specific task.

- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.

Each child is assessed in relation to criteria given by statements from the programme of study of the National Curriculum. Evidence required for this assessment process will be a selection of the following:

- Work in a child's exercise book.
- Samples of work produced specifically for an assessment.
- A child's individual or group performance in an assessment situation. This relies totally on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.

Standardised and Commercial Assessment

We use regular assessments across the school and record results to build up a picture of each child's progress. Tests include:

- The Suffolk Reading Score (SRS2) during the October Assessment Week, to track progression in reading ages and identify any children needing additional support.
- The British Spelling Test Score (BSTS) to track progression in spelling ages and identify any children needing additional support.
- CATs tests in Year 4, 5 and 6.
- Optional tests.
- Key Stage 1 tasks and tests May – July
- Year 1 phonics screening check
- Key Stage 2 tests May
- Foundation Stage Profile

Frequency of Assessment

The pupils' progress is monitored against specific learning objectives as identified in the daily lesson plans; personal and social skills are continually observed. Summative assessment takes place at clearly specified times throughout the year which is shown on the Annual Assessment Cycle.

6 Curriculum planning and assessment

There must be evidence of assessment in curriculum planning and how the evaluation of this assessment feeds in to daily planning to enable differentiation to take place effectively.

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into long, medium and short term plans as follows:

Long term plans. The school has a long term curriculum map which ensures coverage of all Programmes of Study and progress and continuity within each subject.

Medium term plans. These show learning objectives for every lesson and make reference to national curriculum objectives.

Short term plans. These show the learning objectives for lessons; differentiated activities; what/who will be assessed, evaluation of the assessment and key questions and vocabulary.

Assessment should also allow for the unexpected as well as intended activities. (The learning objective for the activity may be to know by heart facts for the 2 and 10 times table, a child may well demonstrate evidence of facts for the 5 times table as well.)

7 Ensuring accuracy and consistency of teachers' assessment

Our moderation process ensures:

- discussions are held between teachers to decide what constitutes evidence of attainment.
- agreement trials are held within the school and between schools, on training courses – National and L.A. exemplification materials are used to assist this process;
- regular moderation meetings are held between year groups and key stages to ensure consistency in levelling work

8 Target setting and Progress Meetings

All class teachers meet with the assessment co-ordinator for a progress meeting on a termly basis to discuss assessment data. Individual end of year targets are set for all pupils in the autumn term. Attainment and progress against these targets are tracked and analysed throughout the spring and summer terms.

Targets are set for different groups, for example:

- Individual Pupil Targets, set by the teacher through regular marking. These take the form of “SIR” marking (**S**uccess, **I**mprovement, **R**esponse). This “marking dialogue” ensures that children are aware of their targets and are actively trying to meet them.
- Group Target Setting – for example, one group may be targeted for full stops (based on formative assessment)
- Cohort Target Setting – (based on analysis of summative and evaluative assessment)

- School Target Setting – is based on all of the above. Targets are reviewed and monitored by the Governors’ Learning and Teaching Committee.

9 Recording and tracking

Record keeping and assessment provide the mechanism through which teachers can focus on the needs and attainment of each child. It is essential that the information recorded should be absolutely necessary, relevant and useful.

Great Missenden School has adopted the Herts for Learning Assessment Programme to record attainment and track progress. By using the Herts for Learning Assessment system we aim to:

- Emphasise the importance of formative assessment on a day-to-day basis;
- Continue to promote good assessment practice integrated into rich classroom teaching and learning;
- Make use of approaches when talking to pupils and parents about their learning which are not about ‘labels’ but based on knowledge gained and skills acquired;
- Identify any ‘gaps’ in learning and plan lessons to ensure future coverage;
- Provide data for staff, governors and Ofsted to check pupils are ‘on track’ to reach age related expectations and their own expected progress.

The expectations of learning are divided into key phases:

Phase A = expectations for Years 1-2

Phase B = expectations for Years 3-4

Phase C = expectations for Years 5-6

Entering, Developing, Securing and Mastering

The Herts for Learning assessment system is based on the concept of Entering, Developing, Securing and Mastering. It is expected that children who are at the expected level of attainment for their age are in the ‘Securing band’ at the end of the year. This is known as Age Related Expectations (ARE).

Those children who are exceeding expectations will be in the ‘Mastering band’. Within this they will be given opportunities to deepen and widen their knowledge and understanding of the relevant phase of the national curriculum.

Entering	The child is providing evidence of a <u>few</u> aspects of the criteria for that age range.
Developing	The child is secure in <u>many</u> aspects of the criteria.
Securing (ARE)	The child is secure in <u>most</u> of the criteria.
Mastering	The child is secure in virtually <u>all</u> of the criteria.

Each teacher will record evidence of achievement against the National Curriculum objective on assessment grids in their assessment folders. The recording process is based on evidence from:

- observation
- listening
- questioning
- selecting examples of pupils' work
- marking
- setting tasks/tests

Once a teacher has made their professional judgment of what band each child is in, that judgment will be entered on our tracking system. As a school we are then able to track individuals, groups, classes and year groups for their attainment and compare these results with national figures. From this data we then reflect upon our practice to accelerate progress for those who need it.

We keep records:

- to record the pupils' progress and ensure that the curriculum plans guarantee continuity and progression through the programmes of study from class to class;
- to provide teachers with information which enables plans, schemes of work, the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- to provide information when pupils change to a different phase of schooling or move to another school;
- to provide feedback to pupils as well as forming a basis for discussion about their strengths, weaknesses and areas for future focus;
- to provide evidence which will be used as a basis for discussion with parents about the attainment and achievement of their children;

- to provide material to be used in discussion with governors, the L.A. OFSTED, DfE and other outside agencies about the overall performance of groups of pupils of the whole school.

Other Examples of Records

- Children are encouraged to take responsibility for their own targets. Class targets are also set for behaviour and PSHE and are often displayed in the class. A pupil should have no more than 3 targets at any one time. It is important that other work is acknowledged as well as targeted work.
- Daily and weekly plans, termly plans, yearly plans.
- Individual detailed records of progress in specific subject areas- teachers' own records, mark books.
- Summative whole school records of attainment in National Curriculum subjects at the end of each Key Stage.
- Entry profiles, i.e. Foundation Stage Profile.
- Record of Achievement books are used in the spring term, providing an example and evidence of a child's ability in all subjects.
- The following assessments are retained until the end of Year 6:
 - i. EYFS Profile
 - ii. CATs score sheet and individual pupil sheet for Year 4, 5 and 6.
 - iii. British Spelling Test and Suffolk Reading Scale.

All systems and processes must be manageable and useful.

10 Reporting

The education of the pupils in this school is considered to be a three way partnership between parents, pupils and teachers. To support this, regular opportunities, both formal and informal, are provided for the pupil's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Termly consultation evenings where parents are offered a time for personal discussion with the teacher:

Autumn to talk about pupils' targets.

Spring to discuss the written progress report. This report details the pupil's progress and records the set targets, achievements and other activities. The report also sets out general comments on attitudes and behaviour.

The spring meeting is optional, if feedback on the report is requested by the parent or the teacher. Parents are provided with a section in the written report to make comments which are returned to school.

Summer to discuss overall progress throughout the year.

- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DfE according to statutory regulations.
- The annual report of the governors and the school prospectus contain the above information and serve to inform the wider public.

To parents we report whether the pupil is working at age related expectations, below age related expectations or mastering age related expectations. This is reported on a sliding scale as outlined below:

D	Pupils are working below age related expectations. Work has to be differentiated in order to meet the requirements of a year group more than one year below their own. Progress is being tracked closely and interventions put in place where needed.
C	Pupils often have to have age related objectives differentiated in order for them to access their work. They may require additional support to grasp age related concepts or may be consolidating objectives from the previous year.
B	When introduced to age related objectives set out in the National Curriculum, pupils grasp concepts with an appropriate amount of support and teacher input, which leads onto independent working.
A	Pupils grasp age related objectives quickly, allowing them to make challenging choices about the tasks they complete. They are beginning to apply their knowledge to new problem solving situations independently and make links between objectives across the curriculum.
A*	Pupils master age related objectives which allows them to apply curriculum content to a wide range of contexts, applying their knowledge to new problem solving situations without support. They widen their thinking in order to develop their own hypotheses which they can investigate independently. They can self-evaluate accurately and take on further study independently in order to clarify and deepen their understanding.

11 Monitoring

The process of monitoring and evaluating the curriculum is the responsibility of the teaching and learning co-ordinators and subject co-ordinators. The annual cycle of activities is set out in the Self – Evaluation Cycle.

Our school aim is for every pupil to achieve his/her own full potential. By assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However the assessment process must not detract from valuable teaching time. If assessment is an integral part of the teaching process, pupils are experiencing a teaching and learning environment in which they are able to achieve a potential that is under constant review.

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