

**Brighter Futures Academy Trust**

**Assessment and Recording Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
R Denham	September 2015	September 2016
R Denham	April 2018	April 2020

**Siddal Primary School**  
**Assessment and Recording Policy**

**Rationale**

Assessment and recording should be a continual process designed to monitor progress and raise standards.

This policy outlines its purposes and nature in our school.

Assessment at Siddal Primary School takes many forms:

**Formative:**

This is the ongoing assessment carried out by teachers both formally and informally (through observations, questioning and discussions) throughout lessons and the wider school day. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

***Current practice consists of the following:***

- Clarifying the learning intention at the planning stage
- Sharing learning intention at beginning of lessons
- Involving children in the self-evaluation against learning intentions
- Checking pupil's understanding throughout the lesson, anticipating where they may need to intervene to offer support/challenge
- Focussing oral and written feedback around the learning intention of lessons and tasks
- Organising individual target setting so that children's achievement is based on reaching the end of year expectations or mastering them
- Appropriate questioning
- Raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated.

**Summative:**

These occur at defined periods of the academic year such as pre-determined End of Key Stage tests, termly reading, writing and maths tests, at the end of a unit of work or against assessment guidelines. Summative assessments help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level of pupils.

***Current practice tends to consist of the following:***

- Baseline tests on school entry-Early Excellence
- Statutory end-of-key-stage tests and phonics screening
- Non-statutory tests
- Commercially produced tests
- School and class tests
- End of year assessment against age related expectations
- Any other summative information about performance in the school

**Diagnostic:**

All assessments can provide diagnostic evidence. Further information can be obtained from the school's SENDCo. Analysis of tests used in school (as above) also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this. On rare occasions, a diagnostic assessment may be used following the advice of our Educational Psychologist or to provide evidence to support an application for additional support for a child. In such circumstances, this will have been discussed with parents/carers.

## **Assessment for Learning (AFL)**

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning. This process takes place in classrooms on a daily basis and can be observed through specific questions and techniques such as Learning/ talk partners, traffic light assessments and different faces to express how the pupils feel/ felt about their work. Assessment for Learning does not come at the end of a period of learning or a lesson it should be an integral part of the whole lesson where the teacher will stop to ask the children what they have learned so far etc. Clear Learning objectives are central to the success of AfL within school; all lessons have clear objectives that are matched to the children's ability, equally all lessons have clear success criteria so the children are clear as to HOW they are to achieve success and complete the objectives.

## **Purpose of assessment**

To chart the child's progress and achievement throughout school in order to improve continuity and progression.

To give parents, children and teachers access to information about pupil's social, personal and academic achievements.

To provide records which should help to ensure coherence and progression into the next stage of education.

## **Guidelines**

To establish an overall picture of the child's development on entry to school reception children are assessed using the Foundation Stage Development Matters/ Learning Outcomes document. Reception children will also be assessed against a DFE approved Baseline Assessment (Early Excellence) within three weeks of entry to school.

The Early Years Unit uses learning outcomes as a way of assessing children's progress formatively against the Early Learning Goals, which along with the EYFS guidance form the basis of the Early Years curriculum.

Adults observe children, using iPads and written assessments to build up a 'learning diary' which demonstrates children's learning characteristics and achievements. It is shared with the children and their parents through the use Early Essence. Parents are encouraged to input their own information into the learning diary in order to build up a rounded picture of the whole child.

## **Target Setting**

### **Principles**

All maintained primary school are now required to set and publish targets for raising standards as measured by the end of key stage national curriculum assessments. Setting and achieving statutory targets is most likely to be effective if supported by a wider process. At Siddal Primary School we believe that the process for setting targets should involve all staff.

The process of setting targets for attainment and working towards them should:

- Build on the teaching and learning that is already taking place in the classroom.
- Be focused on individual pupils

- Be collective, involving all staff
- Involve targets that are challenging and realistic, which are monitored termly in EYFS and half termly in KS1 and 2 at pupil progress meetings
- Be an integral part of school improvement processes, feeding into and being informed by the school development plan
- Include all pupils in the target setting process
- Involve monitoring and periodic review of progress in learning against the learning objectives that are part of curriculum planning.

In order for staff to set effective targets it is important that we are clear about the difference between a forecast and a target.

Forecasts are what pupils are likely to achieve on the basis of evidence from current and past performance.

Targets are what pupils can achieve if expectations are raised and particular aspects of teaching and learning are emphasised.

- School targets—Governing bodies carry the responsibility for ensuring that targets are set and published in accordance with statutory requirements.
- The head teacher and senior management have overall responsibility for managing target setting within the school.
- Targets should be prioritised within the school development plan and resources made available in order to ensure that they can be met.
- The role of the class teacher is to interpret the targets in planning and in the day-to-day teaching of each pupil. Class teachers are expected to keep appropriate records so that monitoring progress towards targets is informed by reliable information. These records will provide the foundation for reviewing actions and outcomes. Class teachers will also set targets with pupils, which will form the basis for formative assessment and school summary targets.

### **The Target Setting Process**

At the end of each academic year class teachers summarise the data from records and use this to set targets for the following academic year with the head of school. Targets are in Maths, English and Science on the agreed proforma.

In Reception targets are set using the Baseline Assessments.

### **Making Target setting work for each pupil.**

In order to meet interim targets, teachers need to set short term targets that are meaningful for each pupil. Pupils must know what they have to do to improve attainment. This guidance should be precise and based on an individual's knowledge, understanding and skills. Pupils should be involved in setting targets for themselves.

### **Special Educational Needs**

Class teachers keep records of children who have special Educational Needs. These may take the form of an I.E.P, concern forms, notes etc. IEPs should be kept in planning files in order for targets to be incorporated in weekly planning. Any recent advice from outside agencies should be recorded on a management sheet for the child which must be kept with the IEP.

The progress for SEND pupils will be monitored initially in the same way as other children and also through their SEND pupil profile and individual needs if an EHC plan is in place.

For those children who are designated as School Support or School Support plus, the SENDCO will also have access IEPs; records of involvement of outside agencies and minutes of review meetings held with teachers.

Detailed records should be kept alongside all work from previous years for children who are on the SEND register or about whom there is concern about progress. Additional files may be needed for these children and are held by the SENDCO in the SLT office.

## **Reports to parents**

Reports should:

- Be readily understood by the parents.
- Be clear whether a child is working at the expected level, emerging or exceeding
- Satisfy the minimum legal requirements.
- Be used to support dialogue between school, children and parents.
- Be attractively presented and have the school logo on the cover.
- Be supported by formative records.
- Be not more than two sides of A4.
- Have the same format for all year groups in KS1 & KS2.
- Contain the Head Teacher's and children's contribution.
- Stress positive achievement and set targets.
- Report legal requirements separately.
- Refer to personal and social development as well as academic.

A written report for each child is sent to parents, once a year, at the end of the summer term. Parents are invited to attend formal interviews with the teacher during the autumn (B) and spring (B) terms. Parents of children on the SEND register are also invited into school to discuss IEP targets and progress during the alternative half (A) of the term. Should the need arise; parents are welcome to discuss the progress of their child with the teacher at other times.

## **Conclusion**

This policy is designed to provide a whole school approach to record keeping and assessment, which is an essential factor in planning new work and standards of achievement. Assessment, recording and reporting achievement cannot be used in isolation. There is a clear connection between the assessment and recording of progress and the use of this information to inform staff and parents in order to raise standards.