



Assessment, Recording and Reporting Policy

Reviewed December 2015

Our Philosophy on Assessment

We believe that effective assessment provides information to improve teaching and learning. We give our children regular written and verbal feedback on their learning so that they understand what they need to do to move their learning to the next step. This allows us to base our planning on a detailed knowledge of each child. We give parents regular reports on their children's progress, so that teachers, children and parents are working together to raise standards for all our children.

This policy outlines the purpose, nature and management of assessment, recording and reporting at Dafen Primary School. It reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body. The implementation of this policy is the responsibility of all staff.

Aims

The School's aims in assessment are:

- ✓ To raise individual achievement
- ✓ To ensure that all assessment strategies are sensitive to the needs of all pupils with regard to race, gender, ability, creed and home language – inclusion;
- ✓ To ensure 'assessment for learning' is embedded in both policy and practice;
- ✓ That assessment be an integral part of teaching and learning, drawing upon every day activities so that each child progresses at the optimum rate;
- ✓ To provide a broad picture of a child's academic, social and personal achievement;
- ✓ To enable pupils to be responsible for their own learning through developing self-assessment strategies;
- ✓ To share success criteria in a consistent way with pupils;
- ✓ To confirm judgements on pupil performance;
- ✓ To comply with statutory requirements of the national curriculum, the foundation phase and their assessment procedures;
- ✓ To diagnose individual children's needs;
- ✓ To set targets;
- ✓ To appraise own teaching and to inform future planning;
- ✓ To ensure that IEPs are regularly updated where appropriate and support the pupil in their individual learning;
- ✓ To provide information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA, ERW and Welsh Government.

Uses of Assessment

Formative – Assessment for Learning

This is on-going during the course of every day teaching. It provides pupils with a voice; they have a clear understanding of where they are and what their next step will be. For assessment to be truly informative feedback needs to be used. Comments are made through:

- ✓ Annual school reports;
- ✓ Individual reading records;
- ✓ Pupils books via marking;
(Pupils at KS2 are given time to look at their work from previous lessons and to make corrections/ respond to teacher comments).
- ✓ Individual targets;

- ✓ Verbal feedback

Tracking

The SLT and area leaders will use assessment data as a means of tracking progress. This may be for a particular cohort, group or individual child. Tracking our learners ensures assessment data is being used effectively to target areas of weakness and ensure every child is making progress in their learning. All teachers track their pupils using the INCERTS programme. This is an established practice and helps teachers to plan for future learning.

In addition to INCERTS the school has recently tried to personalise tracking and assessment by using spotty dotties to help monitor pupil progress. (Red dot – ALN/significant concern; yellow dot – working below the expected level/potential to do better; green dot – on track to attain expected level/dialogue to consider if potential is higher; blue dot – on track to attain higher than expected level (MAT).

Diagnostic

The teacher is able to identify a child's specific learning needs (strengths and weaknesses) so as to initiate appropriate support, such as differentiated activities and specific individual targets for the pupils.

Summative/Focussed

It provides overall evidence of attainment against identified criteria, i.e., what a pupil knows, understands and is able to do at a particular point of time. This can be assessed through a series of pieces of work, a profile of a child's attainment in a particular subject or through external testing (NFER/ Salford Reading Test/Non-verbal tests)

Accountability

To pupils, parents, governors, LA, ERW and wider audience.

Effective Strategies of Assessing

Teachers employ a variety of assessment strategies for assessing pupils. These include:

- ✓ Observation;
- ✓ Listening;
- ✓ Sensitive questioning and discussion, i.e., talk;
- ✓ Pupil self-assessment;
- ✓ Peer Assessment
- ✓ Pictorial/graphical presentation;
- ✓ Testing
- ✓ Group work.
- ✓ Learning wall
- ✓ Success Criteria
- ✓ Pupil and teacher targets

Planning

Planning is an important part of the assessment process and is central to the teaching and learning process. The school implements the following planning: -

- ✓ All teaching staff are actively involved in all planning for their classes.

- ✓ Weekly planning sessions are set aside for team meetings (every Tuesday). Teachers work in four teams:- Nursery/Reception 1 and Reception 2 ; years 1 and 2; years 3 and 4 and years 5 and 6 work together.
- ✓ Planning is related to the National Curriculum, LNF and Foundation Phase Frameworks.
- ✓ Thematic projects aimed at developing skills are planned using the Cornerstones Medium term plans.
- ✓ These are recorded on the “Building Blocks” planning tool.
- ✓ Teachers ensure that a full range of strategies for assessment are planned for and implemented;
- ✓ Staff meetings are used to discuss issues related to ARR, including both year group and whole school moderation activities, target setting and data analysis.
- ✓ Teachers record the progress of individual pupils as part of their lesson evaluations.

Evidence of Assessment

Assessment is carried out in a variety of ways, including formative and summative assessments. It can be on an individual, group or class basis. Evidence can be found in:

- ✓ Annotated samples of work;
- ✓ Pupils’ books;
- ✓ Class record file;
- ✓ Planning sheets;
- ✓ Tracking sheets;
- ✓ Reading records;
- ✓ Individual/ group interventions for subjects e.g. Maths;
- ✓ Observation notes;
- ✓ Marking to objectives, success criteria and comments;
- ✓ End of key stage attainment and levels that are reported to parents.

School Records

The following records are held in school: -

- ✓ Admission Form;
- ✓ Baseline profiles;
- ✓ Individual/ group reading records;
- ✓ IEPs, IDPs, PEPS;
- ✓ Tracking sheets/INCERTS charts;
- ✓ Results of external testing – National tests
- ✓ End of year reports.

Portfolios

These are completed by the area leaders or teams of teachers. They contain samples of work across the Foundation Phase and Key Stage 2. The portfolios contain a range of work covering the range and skills elements to the curriculum. In some curriculum areas, these have been levelled.

Class Teacher Files

Each class teacher is responsible for keeping a class record folder and ensuring it is up to date.

The Class File should contain:

- Class List
- Copy of class timetable
- Daily diary

- Mid-term plan
- Ability grouping lists for: "Read, Write, Inc." groups, Problem Solving groups,
- ALN List (Include SEN and MAT)
- Medical List (Including care plans where appropriate)
- Pupil tracking information - INCERTS
- Reports from monitoring (both internal and external)
- Target Setting information – Spotty Dotties/Class and whole school targets
- Assessment data for cohort
- Termly assessments for Numeracy, Literacy, Science (age appropriate)
- FSM list of pupils
- ALN Provision Mapping
- MAT Plans
- FFT information – KS2
- Local Activity consent forms
- Risk Assessments – copies in HT office

Statutory Requirements

Foundation Phase

Practitioners are required to assess and forecast outcomes of the Foundation Phase at the end of Reception 1, Reception 2 and year 1. They then assess and report final outcomes of the Foundation Phase attained by each child at the end of year 2. These they do in:-

- Language, Literacy and Communication Skills in English (LCE)
- Mathematical Development (MD)
- Personal and Social Development (PSD)

Pupil profiles are completed annually in each of the above and standardised portfolios help in this process. These profiles are moderated within the Bryngwyn Family of Schools.

Every pupil is assessed within the first six weeks of starting in the Reception 1 class. All pupils are also given an on entry baseline assessment within six weeks of commencing in the new nursery class.

In addition to teacher assessments, all year 2 pupils are given National Tests in:-

- Reading
- Numeracy Reasoning
- Numeracy Procedural

These tests are marked by the ALN Leader and Head teacher in compliance with National guidelines. Raw scores are then sent away to be moderated.

Key Stage 2

Practitioners are required to assess and forecast levels for the end of Key Stage 2 in years 3 to 5. At the end of year 6 pupils are assessed and the year 6 teacher reports on the levels attained by each child at the end of Key Stage 2 by means of teacher assessment. These they do in:-

- English
- Mathematics
- Science

In addition to teacher assessments, all year 3, 4, 5 and 6 pupils are given National Tests in:-

- Reading
- Numeracy Reasoning
- Numeracy Procedural

These tests are marked by the ALN Leader and Head teacher in compliance with National guidelines. Raw scores are then sent away to be moderated.

In addition to the statutory requirements, other assessments will be carried out and records kept in the following:-

- INCERTS – Helps staff from Reception 1 to year 6 track progress of every child, groups of children, cohorts etc.
- Teacher Centre – LA summative recording tool (this has replaced DAWN)
- Continuous assessment/observations – Foundation Phase Observation portfolios)
- “Read, Write, Inc.” regular assessments and group analysis (every 6 – 8 weeks).
- CHATT screening
- Positive Play/Thinking Detectives assessments – Boxall Profiles
- Class teacher assessments
- Salford Reading Test
- Non-verbal Reasoning Tests

Additional Educational Needs

Mrs. Judith Anthony is the co-ordinator for ALN. The procedure for dealing with children with additional needs is outlined in the schools ALN Policy, including the provision of support and the use of outside agencies.

The ALN file will be divided into sections for each child. The most recent information will be at the front of each section. Copies of any documents are passed on to the ALENCo.

Reflective Practitioners

Children are encouraged to work in a variety of ways and reflect on their results. As teachers we encourage children to:-

- ✓ Discuss their work with other children;
- ✓ Reflect on their work orally, especially Foundation Phase learners;
- ✓ Reflect on their work in written form - (Key stage 2)
- ✓ Evaluate their work;
- ✓ Evaluate other children’s work when appropriate;
- ✓ Engage in dialogue with staff - both written and oral.

Reporting

Reporting procedures promote communication about a pupil's learning and achievement across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets. It is a legal requirement. Reporting whether verbal or written must be:

- ✓ Presented in clear, straightforward language, free of jargon;
- ✓ A true picture of the pupil;
- ✓ As encouraging and constructive as possible;
- ✓ A summary of standards achieved and progress made, supported by evidence;
- ✓ Identify the pupils’ **strengths** and **areas for development** and to provide information on how the **child can move forward** ie, specific targets. Teachers use INCERTS graphs and tables to illustrate progress.

Reports must contain, in addition to progress in all National Curriculum subjects, the following.

- ✓ Attendance record;
- ✓ Area for teacher comment on general progress which encompasses the ‘whole child’;
- ✓ Details of dates for the proposed meetings for the parental consultation;

Parent Consultations

These are held three times each academic year, once in each term. They consist of timed appointments. During these meetings the parent/guardian will discuss their child's performance, attitude and behaviour with the class teacher. The end of key stage will include the statutory reporting requirements. At other times, parents are welcome to request an appointment with the Head teacher or the class teacher, to discuss matters, which are related to school life.

Written Reports

An annual report is written for each child. It contains advice to parents, indicates progress and attainment. Teacher Assessment outcomes/levels are given at the end of each key stage. These reports also highlight how hard the child has tried during the course of the year. Attendance is also reported on. (See examples)

Transfer Documents

At the end of the academic year class records are completed and passed on to the next teacher. Children's records are passed on to the relevant comprehensive school during the summer term. The Year 6 teacher meets with representatives from Bryngwyn Comprehensive School to discuss the children who are transferring in order to facilitate a smooth transfer from Key stage 2 to Key stage 3. A detailed transition plan highlights opportunities in years 5 and 6 in particular to help ensure that transition is smooth.

Equal Opportunities

No child will be assessed in a manner that discriminates against their gender, sexual orientation, disability, race, colour, religion, ethnicity or national origins. All children will be assessed in a fair and equitable way taking into consideration any issues such as educational needs that may hinder an accurate assessment of their abilities.

Foundation Phase

Assessment will be in line with the Foundation Phase Outcomes.

Review

The policy will be reviewed every 2 years and amended as and when necessary.

Agreed by Staff:

November 2016

Adopted by Governors:

November 2016

Review date:

November 2017

Signed by Chair of Governors on behalf of the Governing Body:

Mr G Edwards

Signed by Headteacher

Mr J C Morris

Date approved: November 2017

Next Review : November 2018