



# Assessment, Recording and Reporting Policy

**July 2016**

## **ASSESSMENT, RECORDING AND REPORTING POLICY**

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on our focus of tracking progress, planning for improvement, and raising attainment.

### **1. RATIONALE**

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within the school by creating a dialogue with the learner through which feedback can be exchanged and questions can be asked; the learner is actively involved in the process.

### **2. DEFINITIONS**

#### **Assessment of learning:**

- Assessment of learning is a summative assessment to ascertain the level a child has reached which could be determined termly, annually or at the end of a key stage, e.g. Foundation stage profile, NFER tests, Holborn reading test, weekly spelling tests all form part of summative assessment at CHSS.

#### **Assessment for learning:**

- Assessment for learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how teaching can be adapted to account for this. Effective ongoing day to day assessments at CHSS would include effective questioning; WALT and WILF statements, observations of children during teaching and while they are working; holding discussions with children; peer and self-evaluation, analysing work and reporting to children; conducting tests and giving quick feedback and engaging children in the assessment process.

### **3. AIMS AND OBJECTIVES**

Our aims and objectives are to:

- Support learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- Enable our children to demonstrate what they know, understand and can do in their work;
- Help our children understand what they need to do next to improve their work;
- Enable teachers to identify the needs of each child including additional support if required;
- Allow teachers to plan work that accurately reflects the needs of each child;
- Provide a method of monitoring and developing the curriculum;
- Help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of planning and teaching;
- Evaluate the success of the teaching;
- Provide parents with information about their child's achievements and progress, on a regular basis;
- Provide the Headmistress with information that allows her to make judgements about the effectiveness of the school; and

- 'Close the gap' between pupil's potential and actual performance.

#### 4. **PRINCIPLES OF ASSESSMENT**

In order to satisfy the above aims, the school's policy is based on:

- Formal assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;
- A shared understanding between children and teachers of the criteria that will be used in the assessment of learning;
- Children being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- Teachers using the results of their assessment(s) to set work which challenges and stretches their children;
- Effective planning for teaching and learning which recognises the full range of achievements of all children by focusing on how children learn;
- Recognising assessment as central to classroom practice;
- Assessment being regarded as a key professional skill for teachers;
- Sensitive and constructive practices because any assessment has an emotional impact;
- Taking account of the importance of learner motivation;
- Promoting commitment to learning goals and a shared understanding of the criteria by which children will be assessed;
- Providing constructive guidance for children about how to improve; and
- Developing the children's capacity for self-assessment and recognising their next steps and how to take them.

#### 5. **PLANNING FOR ASSESSMENT**

Assessment is considered at all planning stages.

- Assessment opportunities are planned on termly, lesson and group basis;
- Lessons should all have clear learning objectives and success criteria (where appropriate) shared with the pupils using WALT and WILF. In the Balloon, Kite and Star Rooms, L.O. (Learning objective) and Remember to/Steps to Success (success criteria) are used instead of WALT and WILF to prepare them for secondary school expectations.;
- Assessment is differentiated where necessary; and
- Assessments are recorded by the teachers.

#### 6. **ASSESSMENT PROCEDURE**

See Appendix 1 – Assessment Schedule.

#### 7. **TARGET SETTING**

We regularly review the progress of each child and set revised targets.

##### KS1 and KS2

Literacy and Numeracy targets are set by teachers and shared with parents (and older children) at the start of each term.

At the start of each term the children also choose targets for themselves, which are displayed in the classroom.

### Early Years

Targets are set in the autumn and summer terms and shared with parents. These are written using traffic light colours (**Red** – something to work on; **Amber** – something to continue to work on; **Purple** – something they can do). Additionally, targets are set as part of the ‘settling in’ and ‘summer’ reports.

## 8. **RECORDING**

The purpose of our recording is to provide information on each child’s achievements, skills, abilities and progress throughout the curriculum. It should:

- Regularly update information to reflect current achievements;
- Show the strengths and achievements of each child;
- Show the targets for each child; and
- Enable us to analyse strengths and development points for the school.

## 9. **RESPONSIBILITIES**

### Teaching Staff

- To adhere to the requirements of this policy in planning the learning for the groups of children for whom they are responsible;
- To involve and inform teaching assistants, and others working with pupils, of the role they need to have in the assessment of children’s learning;
- To keep records as to inform and contribute to the agreed plans, records and reporting formats;
- To ensure learning outcomes are carefully planned and shared for lessons;
- To be aware of the expectations regarding specific assessment activities;
- To contribute to the ongoing discussions regarding children’s progress;
- To consider the next steps for children’s learning and be proactive in discussing with teaching staff how they may best support the children with whom they work; and
- To contribute to the assessment of the children with whom they work.

### Subject Coordinators

- To know current levels of pupils’ attainment in their subject; and
- To plan strategies for subject improvement and development.

### Headmistress

- To be aware of the assessment and reporting activities taking place within the school;
- To receive reports regarding pupils’ progress; and
- To confirm agreed targets for the school.

### Parents

- To participate in the opportunities offered by the school to be involved in discussions regarding their child’s progress; and
- To raise any concerns they may have about their child with the school, at the earliest opportunity.

## 10. REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. There are also predetermined times when they receive detailed information about their child's progress:

Term	Activity
Autumn	<ul style="list-style-type: none"><li>• Targets sent home</li><li>• Curriculum Evening (class talk to meet the teachers)</li><li>• School Report (Settling in report)</li></ul>
Spring	<ul style="list-style-type: none"><li>• Targets sent home</li><li>• Parents Day (individual appointment with teacher)</li></ul>
Summer	<ul style="list-style-type: none"><li>• Targets sent home</li><li>• Parents Day</li><li>• School Report (including assessment results and levelling and individual comments on every subject taught)</li></ul>

(For further details please see the Communication Policy)

## 11. ASSESSMENT FOR LEARNING

Assessment for Learning is recognised as a vital factor in moving on learning and to help pupils achieve. This is included in all lessons and includes methods such as:

- Talk partners;
- Questioning techniques;
- Self and peer assessment;
- Feedback/response marking; and/or
- Differentiated success criteria.

## 12. FEEDBACK TO CHILDREN

We believe that feedback to children is very important as it tells them how well they have done and what they need to do next in order to improve their work.

Marking children's work is a vital part of teacher, peer and self-assessment. Our aim is to ensure that children's work is marked in a way which will improve their learning, develop their confidence and allow them to take ownership of their work. Marking and feedback may be oral or in writing.

We give children verbal feedback on their work whenever possible. This may be done during a lesson or in the next lesson. All work the children complete is acknowledged and the level and type of feedback will be decided by the teacher based on the lesson that has been taught.

### Verbal Feedback

All children will receive verbal feedback regularly. It should be immediate, constructive and informative. This feedback can be direct or indirect.

### Self/Peer Assessment

All children will take part in self and peer assessment activities to varying degrees. Children should be taught how to do this in a positive and constructive manner. This may include:

- Talk partner discussions;
- Written feedback forms;

- 2 stars and a wish; and/or
- Marking grids.

It is expected that self and peer assessment are used regularly in all classes.

Written Feedback

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. To be effective feedback must be specific, timely and focus on how the child has achieved the outcomes for the lesson.

When we give written feedback to a child, we relate this to the learning objective for the lesson. Marking is given in the form of cloud and arrow pictures, with the cloud denoting to something good and the arrow denoting to something that they can work on, or a next step for their learning. Depending on the age of the children this may be read over, initialled by the children, responded to, or looked at with a teacher. We ensure that when detailed feedback is written, time is given for the children to process this so that it has the biggest impact in moving on their learning.

Marking should be manageable for teachers and involve work on the part of the pupil. As professionals, teachers should mark in the way that they believe will have the most impact on the children in their class but all marking should follow these basic requirements:

- Provide detailed feedback for children on all extended writing
- Provide detailed feedback for children on numeracy at least once a week
- Identify whether work has been supported or with guidance

To aid teachers in their effective marking, appendix two includes examples of some appropriate ways to move on learning.

Marking is to be reviewed by the Senior Leadership Team (the "**SLT**").

Other associated procedures and policies:

- SEN/G&T Policy
- Learning and Teaching Policies
- Communication Policy

<b>Signed:</b>	
<b>Name:</b>	
<b>Date:</b>	
<b>To Be Reviewed By</b>	

## APPENDIX 1 – ASSESSMENT SCHEDULE

Table A1.1: Assessment Schedule

### KS1 and 2 ASSESSMENT PROCEDURES

<b>AUTUMN TERM</b>	<p><b><u>Beginning of term:</u></b>            Numeracy test            Holborn Reading Scale            Literacy &amp; Numeracy Targets set            Pre – exam Past papers for Star Room exam candidates            Self-assessment – completed by children (for pupil profile) (Blue and up)</p> <p><b><u>End of Term:</u></b>            CAT Testing (Year 3 and 5)            Yellow Room Phase 5 Phonics Assessment            Humanities tests (KS2 only)            Holborn Reading Scale            Levelled Writing Challenge            Autumn reports            Samples of work (Numeracy and Literacy HA, MA and LA)</p>
<b>SPRING TERM</b>	<p><b><u>Beginning of Term:</u></b>            Numeracy test            Literacy &amp; Numeracy Targets set            Self-assessment – completed by children (for pupil profile) (Blue and up)</p> <p><b><u>Mid Term :</u></b>            Parent’s Day</p> <p><b><u>End of Term:</u></b>            Levelled Writing Challenge            Humanities Tests set (KS2 only)            Samples of work (Numeracy and Literacy HA, MA and LA)</p>
<b>SUMMER TERM</b>	<p><b><u>Beginning of Term:</u></b>            Numeracy Test            Literacy &amp; Numeracy Targets set            Self-Assessment (Blue and up)</p> <p><b><u>Mid Term :</u></b>            PTiM            PTiE</p> <p><b><u>End of Term:</u></b>            Creative Writing Challenge            Humanities Tests (KS2 only)            Holborn Reading Scale            Summer reports            Parent’s Day            Samples of work (Numeracy and Literacy HA, MA and LA)</p>
<b>ONGOING</b>	<p>Weekly Spelling Tests            Weekly Numeracy Tests – ( Mental and Applied for Upper House )            Times tables tests (Blue and Rains only)            Work marked using cloud and arrow system.  <i>Regular formative assessment</i></p>

## RED AND GREEN ROOM ASSESMENT PROCEDURES

<b>On-going</b>	Individual notes for the areas of learning (if significant to personal targets). Individual Education Plans for specific needs. Timed Focused observations when needed. Group Activity Record sheets when needed. Photographs/Activity sheets/Marking scheme.
<b>Baseline</b>	Letter/Sound recognition Number Recognition Counting Assessment Shape and Colour Assessment
<b>Autumn Term</b>	<b>Beginning:</b> Letter/Sound Recognition Number Recognition Name-Tracing Assessment: pencil grip/hand-preference Targets *Highlight Profile (Orange) <b>End:</b> Name-writing Assessment: pencil grip/hand-preference Counting Assessment Autumn Reports Evidence of work to be filed
<b>Spring Term</b>	<b>Beginning:</b> Letter/Sound Recognition Number Recognition Letter Formation: Selected children. Name-Tracing Assessment: pencil grip/hand-preference <b>Mid-Term:</b> Parent/Teacher meetings. <b>End:</b> Phase 2 phonics & blending assessment ALL Counting Assessment Evidence of work to be filed *Highlight Profile (Green)
<b>Summer Term</b>	<b>Beginning:</b> Name Formation Assessment for ALL. Letter Formation Assessment for ALL. Number Formation Assessment for ALL. Targets <b>End:</b> Letter/Sound/High Frequency Recognition Assessment. Number Recognition Assessment Counting Assessment. Literacy Levelling: Also note pencil grip to inform Red Room. Final Profile Highlighting (Yellow) Evidence of Work

<b>On-going</b>	Individual Education Plans for specific needs. Timed Focused observations when needed. Group Activity Record sheets. Photographs/Activity sheets/Marking scheme.
<b>Baseline</b>	Letter/Sound Recognition High Frequency Recognition Counting Assessment Letter Formation Number Formation
<b>Autumn Term</b>	<b>Beginning:</b> <i>Early Years Baseline Assessment GL Ipad 1-1</i> Number Recognition Phase 3 Assessment (just after half term) (during lesson rotation) Targets <b>End:</b> Phase 4 Assessment Highlight profile and pupil asset Counting Assessment Literacy Levelling Autumn Reports Evidence of work to be filed
<b>Spring Term</b>	<b>Mid-Term:</b> Spring Numeracy Assessment: 1 to 1 (during lesson rotation) Parent/Teacher meetings. Phase 3 Sounds/High Frequency Word check <b>End:</b> Counting Assessment Evidence of work to be filed Highlight Profile Literacy Levelling Phase 5 Blending/Segmenting/High Frequency words.
<b>Summer Term</b>	<b>Beginning:</b> Spelling Tests on a Friday Targets <b>End:</b> Evidence of work Final Profile Highlighting Literacy Levelling Counting Assessment Phase 5 Letter/Sound/High Frequency Word check Emerging/Expected/Exceeding Sheet: SUBMISSION Summer Reports with Emerging/Expected/Exceeding Holborn Reading Assessment

## APPENDIX 2 – LITERACY MARKING CODE

**Table A2.1 Literacy Marking Code (adapted from Pie Corbett)**

<b>Code</b>	<b>Description</b>
X in the margin	Full stop missing on this line – add it in
^	Uplevel this word/phrase
Squiggly line under a word	Spelling to correct
A in the margin	Full stop missing on this line – add it in
R in the margin	Repetition – find the repeated word and change it

### APPENDIX 3 – EXAMPLES OF FEEDBACK PROMPTS

**Table A3.1: Literacy Prompts**

Read your work – can you add... (3 full stops, an adverbial which says where, a question mark etc.)
Try to find the sentence which needs to be changed/doesn't make sense and improve it
How could you check this?
Now try these... (if the activity is writing about prompts/pictures/grammar)
Is there another way you could write this information? (Highlight sentence)
Can you find a way you could write this as a shorter sentence?
Complete this sentence....
Fill in the blanks....
Highlight the sentence where you have used... (connectives, speech marks, persuasive language etc.)
Tell me.... that have...? e.g. Tell me 2 sentences that have adverbials?
Tell me 1/2/3 reasons why I should give you a presentation point for this work?
What ... would you use to ...? e.g. What word would you use to show me how the character is feeling?
Please write another... connective/sentence that shows me how the caterpillar moved.
What would happen if...?
What new words have you used today? What do they mean?

**Table A3.2: Numeracy Prompts**

Look back at your work – can you add... (your method, a number line.. )
Can you find where you went wrong and fix it?
How could you check this?
Now try these... (extension question/consolidation question)
If ... was the answer, what could the question be?
Is there another way you could do this?
Can you find a quicker way of doing this?
Finish this sentence...(explaining work)
Fill in the blanks... e.g. $\_2 + \_6 = 6\_\_$
Highlight where you have used (column method, grid method, a strategy to check your answer)

etc.)
Tell me 1/2/3 reasons why I should give you a presentation point for this work?
Tell me ....that have....? e.g. Tell me 2 numbers that have a difference of 12
What ... would you use to ...? e.g. What unit would you use to measure the width of the table?
What are the... of....? e.g. What are the factors or 42?
What is another method that may have worked?
Show me how you think this will work with... other numbers/3 digit numbers?
What new words have you used today? What do they mean?
What would happen if? e.g. What would happen if you started with 52?
Would this work with different numbers?

**Table A3.3: Useful Comments for all work**

A reminder prompt... e.g. What else could you say here?
A scaffolded prompt... e.g. What was the dog's tail doing? The dog was angry so he... "describe the expression on the dog's face"
An example prompt... Choose one of these or your own :

*Adapted from: John Hattie and Helen Timperley The Power of Feedback (2007)*