



Dover Down Lower School

Assessment, Recording and Reporting Achievement Policy

Adopted January 02
Reviewed Spring 19

Assessment, Recording and Reporting Achievement Policy

Introduction

- It is our intention that assessment should be an integral part of planning and teaching in order to give information about the specific strengths, difficulties and achievements of pupils; thus enabling teachers to consider appropriate learning opportunities. It should be realistic and manageable and rely on the informed professional judgements of teachers. A wide range of achievement should be considered which reflects the individuality of the child.

Aims

- The aims of assessment, recording and reporting are largely concerned with the development of effective learning and teaching. In particular:-

Assessment:

- To identify specific difficulties and strengths.
- To give pupils specific feedback, and teachers too.
- To evaluate curriculum and methodology.
- To develop reflection and review.
- To involve pupils in their learning.
- To increase motivation.
- To plan future steps in learning.

Recording:

- To provide information for other colleagues.
- To enable teachers, pupils and parents to track children's progress through the National Curriculum.

Reporting:

- To ensure parents are well informed and involved with their child's progress in school, including any difficulties, strengths or weaknesses.
- To provide information for Middle/Upper School, and any other agencies who may rightly be concerned with the child's welfare.

Effective assessment, recording and reporting recognises the role of each type of assessment:

- **Assessment *for* learning; Formative assessment** and recording involves discussion between teachers and pupils which gives pupils a sense of purpose and direction. AFL is sensitive and constructive. It is a continuing process which encourages independent learning by involving pupils in review, reflections and informed decisions about setting realistic targets. Facets of AFL include: setting targets; setting clear learning objectives; giving clear success criteria; questioning; observing; analysing; checking understanding; reviewing progress; giving quality feedback; focussed marking; self and peer evaluation.

- **Assessment of learning; Summative assessment** records and reports the current position of the pupil in respect of what has been learned from the programmes of study already delivered and personal development. It enables pupils' progress to be tracked from YR to Y4.

INTENDED OUTCOMES

Pupils will:

- Be monitored for progress throughout lower school.
- Be involved in the assessment of their own learning.
- Recognise their own progress.
- Be motivated by recognising their own progress.
- Benefit from greater continuity and progressive development in the curriculum.

Teachers will:

- Have some evidence to support their judgements regarding National Curriculum levels, alongside assessment without levels.
- Be aware of the strengths and weaknesses of the children.
- Use what they have found out about the children's current levels of understanding in order to plan the next steps in learning.
- Be able to target children who are not making the expected progress.
- Benefit from shared expertise with their colleagues.

Assessment will:

- Be seen to be fair and valid.
- Be continuous.
- Adhere to statutory requirements.
- Enable grouping for various purposes in different situations.
- Take various different forms.

Documentation will:

- Be manageable and useful.
- Be accessible to parents, informative and easily understood.

Practice and strategies will be regularly reviewed to ensure that the original aims are being met. Summary of statutory assessment requirements:

- Keep records on each pupil, drawn from a range of evidence
- Update records at least once a year
- Report pupil's progress to parents at the end of each half term
- Report to receiving schools on transfer
- Have in place arrangements for ensuring consistency in standards of judgements being made within the school
- Headteacher ensures assessment arrangements are being carried out

Assessment calendar:

- Writing assessments at beginning and end of autumn term, in spring and summer terms
- Half-termly assessment of whole word recognition of common frequency and high frequency words.
- Termly reading comprehension assessment
- Half-termly assessment of spelling of common exception words (additional assessments as required by the teacher e.g. spelling common exception word tests)
- Beginning of new academic year, use of number assessment based on new framework number and calculating sections in years 1,2,3 & 4. Repetition of test at the end of the first term to monitor progress. (Additional assessments as required by the teacher e.g number assessments in spring term, mental arithmetic tests and times tables)
- Written pupil self-evaluation and setting own targets
- Speaking and Listening on-going assessments
- Foundation stage profiles- carried out throughout the year
- 2 simple to build a profile – EYFS
- Y1 phonics tests
- Y2 KS1 Standard Assessment Tests
- Y1,2,3,4 Termly Assessments
- On-going teacher assessment to inform levels of children’s ability, supported by assessment tests, using APP levelling guidance, county assessment support materials and attainment targets in New National Curriculum.
- Once a year assessment for each child in foundation subjects.

Recording:

- Evidence of these assessments can be found in Individual Pupil Portfolios for reading, writing and maths, along with a record card to track progress throughout the school.
- Achievement of targets is recorded in the front of children’s maths and English books in the form of tick lists and date.
- Opportunities for assessment in other subjects, based on Attainment targets, are listed on medium term plans in teachers’ Planning Folders. Records of these assessments that are carried out are kept as tick lists in teachers’ planning/assessment folders.
- Record cards for foundation subjects are kept in a folder in each classroom.
- Individual L.A. (yellow) Folders (kept in the office) contain Social Services communications, medical reports, annual school reports, SEN review papers, learning support, SAT results /Achievement results, letters from parents, copies of letters from school to parents.

Consistency in standards:

- Consultation is as wide as possible in the moderating process, including assessment coordinator and Head, other schools, staff meetings-both formal and informal and county.

Using and analysing assessment data:

- Formal and informal day-to-day teacher assessments are used to inform planning and group and individual target setting.
- Statutory and optional assessment data is used to set targets for individuals, groups, classes and cohorts and to track progress.
- Ability groups for English and mathematics are based on teacher assessment. These groups are reviewed termly or as required, according to performance in assessments carried out and based on the teacher's professional judgement.
- Tick list assessments are used for report writing to parents and to set work appropriate to the needs of the children, including extending more able children.
- Oral and written assessment at KS1 and 2 is used as the starting point for future planning.
- Evaluation of medium term plans, allows improvements to be made for the next cycle.
- Short term evaluations in Literacy and Numeracy are used to inform planning in subsequent weeks as well as feeding into medium term evaluations.
- End of year predicted targets are shared with parents at consultation meetings, current attainment is reported in termly reports, and is used to inform the planning and differentiation. Pupil Progress trackers are used to set and review end of year targets and to track progress throughout the year on a half termly basis.

Special Educational Needs:

- All children on the Special Educational Needs and Disability register with an EHCP have a Plan on which areas of need, teaching strategies and outcomes are clearly noted. Children who are 'stage 2' may also have a support plan if appropriate. Progress against the targets is assessed and further targets are set. Copies of the support plan, IBP or ILP are given to the Headteacher (SEND co-ordinator) TAs concerned and parents. Discussion with parents, colleagues and members of external agencies take place.

Roles and Responsibilities:

- Class teachers are responsible for carrying out assessments for their class.
- The Assessment co-ordinator is responsible for ensuring continuity in assessment procedure throughout the school; delegating assessment areas to relevant staff; leading moderation meetings; analysing results of statutory assessment and ensuring that these inform target setting with the KS coordinators; ensuring that data highlights areas of need which feeds into SDP (school development plan); monitoring individual pupil progress to target specific children.
- The Headteacher has overall responsibility for assessment to ensure that both statutory and non-statutory assessments are being carried out.
- The subject co-ordinators monitor written work throughout the school so that appropriate differentiated targets and objectives are set and that work is marked in line with the Marking policy.
- School Adviser provides target setting guidance.
- Governors review Assessment Policy document.
- Parents are given the opportunity to discuss pupil progress and targets with their child present in Autumn and Spring terms. They receive a written termly report on their child's progress with targets.

- Pupils receive on-going oral and written feedback about their progress. They review their own achievements and participate in their own target setting during teacher/child paired marking; peer marking and group conferencing.

Reporting to parents:

Information is reported to parents in the following way:

- The school prospectus
- End of term Report for all children which provides information on achievements, strengths, targets for further improvement and the pupil's self evaluation and their own targets
- Details of teacher assessments in reading, writing, maths at the end of years 1,2,3 and 4.
- The opportunity for termly consultation with the class teacher

Transfer of information:

- Internal transfer: regular key stage meetings ensure time is available for discussion and planning; assessments, including IAPs, discussed and agreed target data are passed to the next teacher at handover meetings.
- Transfer to Middle School: regular liaison takes place by the Year 4 teacher and Middle Schools; Assessment data (for transfer of information to county and middle schools); Assessment without levels using Emerging, Expected and Exceeding. Yellow Central Bedfordshire folders are forwarded; maths books with summer term's work in are sent to middle school along with writing portfolios.
- Transfer from pre-school – written data and verbal communication between Foundation Stage class teacher and pre-school leader.

Arrangements for monitoring and evaluating policy and practice:

- The SLT (senior leadership team) and curriculum governors will monitor and evaluate policy and practice annually.