

Assessment Policy, Planning and Record Keeping

Approved by Governors: March 2017
Reviewed: March 2017

The purpose of assessment is to provide information for a range of audiences.

Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers what will be taught next.
- To ensure that planning, assessment and recording is an integral part of the school's self evaluation and performance management system.
- To provide information to inform the school's strategic planning.
- To provide parents with information on their child's progress.
- To ensure that all children, regardless of background, race, gender or ethnicity have an equal opportunity to fulfil their potential

Guidelines

Assessment will be used in the following ways:

formative	-	the information gained “forms” or affects the next learning experience.
diagnostic	-	finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
evaluative	-	informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
summative	-	systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by:

- Pupils' involvement in self assessment; Children set personal targets with guidance from their teacher. These are changed when the targets have been met.
- Parents' involvement; At consultations parents work with teachers to review progress and set realistic but challenging targets for their children. These are evaluated at the following consultation.
- Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

Foundation Stage (Baseline) to Key Stage 1

Key Stage 1 to Key Stage 2

Key Stage 2 to Key Stage 3

An overview guide to assessment timescales

	Short-term daily/weekly	Medium-term termly	Long-term annually
Who uses the assessments?	Teachers Teaching assistants	Teachers, pupils, parents/carers, Teaching assistants Curriculum development leaders Assessment coordinator Headteacher	The next teacher, pupils, parents/carers, the whole school and the next school
Are the assessments recorded?	Yes for some aspects, e.g. teacher's records, annotation of work, marking,	Group and class records (reading, writing, science, maths) individual pupils' targets, some individual notes/comments. Link to parents evenings Data for Eng/Maths/Sci/ICT recorded termly. ISEN reviews completed for each pupil every six months which highlight strengths and weaknesses of individuals. Brief records PSHME to be updated at least once a term and retained in class file.	Yes, for each child, including end of Key Stages 1 and 2 transfer record (these consist of attainment for all subjects)
Should records be retained or discarded?	Retained to assist with target setting and to inform future planning.	Keep only the most recent work and targets. Data on levels is kept centrally. Information gathered from ISEN retained with class file and	Retained and passed on, e.g. annual reports, information on skills, knowledge, understanding and next steps.

		discarded when new ISEN issued.	
How do the assessments relate to teaching and planning?	Strong link to daily/weekly planning. Informs staff on whether learning intentions have been met and if to make changes to planning.	Links to medium term planning - highlight issues in planning, target setting - review progress towards curriculum and other targets	Links to long-term planning, e.g. balance overall, strengths and weaknesses within curriculum provision
What are the points of reference?	National Curriculum, National Literacy Strategy, National Numeracy Strategy Guided reading records Guided writing assessment Hertfordshire Assessment documents Subject leaders	National Curriculum, National Literacy Strategy, National Numeracy Strategy Hertfordshire Assessment documents Subject leaders	Predominantly national standards
Where will the information be used?	Individual teachers	Individual teachers, SENCo, school management team Curriculum Development team Head teacher	Individual teachers, school management team, Head teacher governors, LEA Profile, Raiseonline Inform Parents

Assessment - who is it for?

Teachers will know:

- where are the pupils starting from?
- has the class overall learned what was planned?
- are all the pupils making expected progress?
- are they making sufficient progress against school and national expectations?
- how are pupils applying their skills, knowledge and understanding across the curriculum?
- which pupils need more help and in which areas?
- which pupils need extension work?
- is the planning for activities, resources and staffing well targeted?
- how can the teacher do it better next time?

The headteacher, other teachers and subject leaders will know:

- are the pupils making progress?
- are there any major problems?
- how does their performance compare with those in other years?

- is the pupils' progress in line with the school's targets?
- how does the school compare with other similar schools?
- what aspects of the curriculum and teaching need to be strengthened?
- how can this information highlight areas for staff development training?

The parents/carers will know:

- is my child making appropriate progress for age, in terms of prior attainment ?
- are there any major problems?
- how is my child doing compared with national expectations of a child of a similar age?
- what can I do to help?

The LEA / Government / Governors will know

- how is the school and LEA progressing against their targets?
- what is the impact of the school development / improvement plan?
- what is the attainment, in terms of National Curriculum levels, average points and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- how does the school compare with other similar schools?
- are the priorities of the School Development Plan being met?
- are the priorities of the LEA's Education Development Plan being met?

Planning

Long term

All teachers have long term plans which have been drawn up by senior management to complement the New 2014 National Curriculum and the Hertfordshire Agreed Syllabus for RE and computing. These have been adapted to allow a cross curricular approach to teaching. These outline the topics to be covered within the curriculum, and timescales.

Mid Term Plans

Termly plans of work have been developed by subject coordinators that show the learning intentions and skills required for each year group. These skills ladders provide teachers with the assessment criteria necessary to facilitate systematic evaluation of children's learning. In Literacy, the mid term plans, taken from the new primary National Curriculum, are currently being used across the school. In maths, the mid term plans are also being used across the school and is being supported by the Rising Stars and Hamilton Trust schemes.

Short Term plans

The key learning objectives are taken primarily from the National Curriculum, supported by Hertfordshire Steps and Phases, Rising Stars and Hamilton Trust as outlined in the mid term plans. Teachers take a cross curricular, topic approach wherever possible in order that activities are more meaningful and relevant to the children.

Planning templates can be located in the staff resources section of the network.

Record Keeping

Recording will be manageable and relevant at short, medium and long-term levels. The degree of detail in the recording will depend upon whether:

- it is a core or foundation subject;
- the subject is a focus for school improvement.

The school has agreed to maintain:

Short-term recording

A record of individual or groups of pupils' strengths and weaknesses are kept. These take the form of learning objectives and how well the pupil has achieved key targets is recorded in teachers' mark books. Individual or group reading records and writing assessments are also gathered regularly.

The notes will

- help planning at short and medium-term levels;
- be useful when talking to another teacher / SENCo or in identifying particular problems;
- inform the teaching approach;
- inform the grouping of pupils;
- inform the choice of resources.

The school will make effective use of verbal assessment. Teachers will:

- use questions to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."
- use different types of questioning to focus on:
Outcomes: "What will the finished work look like?"
and
Thinking: "How will someone else know that you have been successful?" "What would they see?" "How will you know you have been successful?"

Teachers will use a range of closed and open questions. Teachers will:

- provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- use the plenary to check understanding and reinforce learning.
- conference with pupils so that they know what it is they need to improve.
- provide opportunities for pupils to review their achievements.
- mark/respond to pupils' work including pointers for improvement, "can do" statements and annotation for other adults such as teachers, parents and carers on the pupils' work.

Medium-term record keeping:

Recorded assessments will be;

- ISEN reviews every six months
- Overview of how pupils are developing. This will be shared with parents at consultation evenings and used to suggest targets. Copies to be kept in class file.
- Two written pieces showing different genres of writing to be levelled each ½ term and kept in writing folders, plus one piece of cross curricular writing.
- A portfolio of evidence will be collected over the duration of a topic. This will be used to assess the different attainment targets and strands within the subject.
- Maths folders will show in depth evidence for 3 target pupils: pupil premium, G&T and underprivileged white British, as these are focus groups across the school.
-

Recorded assessments will inform:

- any discussion with parents and carers;
- target setting for improvement with individuals or groups of pupils.

In this way the teachers, subject leaders, curriculum development leaders, headteacher, pupils and parents, can monitor pupils' progress towards curricular targets. Practice will be in line with the school's expectations for assessment in English, mathematics and science. Specific guidance is provided for teachers in other subjects.

Portfolios of children's work will be compiled in subjects to illustrate standards and improvements we are making as a school over time.

For example -

- English - samples of narrative writing in a year group portfolio that are levelled against the National Curriculum and Hertfordshire Steps and Phases to identify strategies for improvement.
- This will be repeated the following year to identify and demonstrate improvements based on the impact of teaching, learning and curriculum provision. Issues for development will be identified.
- History unit about the Victorians - samples of work in a year group /key stage portfolio that identify application of key skills across the curriculum. This will be repeated with another history topic to identify and demonstrate improvements based on the impact of teaching, learning and curriculum provision. Issues for development will be identified.

The headteacher will report to the governing body on standards and school improvement, based on the outcomes of the above.

Long-term record keeping:

Recorded assessments will be:

- Baseline portfolio
- Statutory assessments at the end of Key Stage 1 and Key Stage 2, including the end of Key Stage 1 and 2 transfer record
- Any other assessments used by the school (Rising Stars etc)
- Annual reports to parents will identify clearly gains in skills, knowledge and understanding, with the next steps in learning.

Assessment information will be used

- to analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- to set and agree targets with parents and children
- to review curriculum targets so that they can be amended if necessary and yet still be realistic and challenging.
- to review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- to inform medium term planning
- to inform the governing body of the school's standards and improvement through the headteacher's reports to the governing body. (This will include an analysis of comparative data.)

- to analyse performance in terms of cohorts of pupils as well as analysis of the achievement and attainment of pupils:
 - from ethnic minorities;
 - with special educational needs;
 - boys and girls;
 - with English as an additional language;
 - gifted and talented children
- to use this analysis to set class targets for performance management

Special Educational Needs

Individual Education Plans will be reviewed twice yearly, or more frequently where appropriate.

Monitoring and evaluation

The assessment co-ordinator and headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, ISEN reviews, analysis of end of key stage results, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed in line with the teaching and learning policy. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

Links

Equal Opportunity policy
 SEN/Inclusion policy
 Quality of teaching and learning policy
 Marking policy
 Gifted and talented policy

Glossary of terms

Foundation stage – Nursery and reception
 Key stage 1 – Years 1&2
 Key stage 2 – Years 3,4,5&6
 ISEN – Individual and special educational needs
 SENCO – Special educational needs coordinator
 CDL – Curriculum development leaders
 LEA – Local education authority
 IEP – Individual education plan

Key elements towards successful assessment

- Long term plans identify the national and curriculum areas and RE we cover each term
- Our schemes of work ensure progression and learning intentions that need to be met by each year group.
- Our medium term plans outline the learning intentions in terms of knowledge, skills, competencies and attitudes. They also show how much time we allocate to each subject.
- Our short term plans break down our medium term plans by identifying specific learning intentions, the activities which will accomplish these and the way the lesson will be taught and differentiation.
- Our teachers mark books to identify the level of understanding for each of these learning intentions
- Our reading records and writing files show detailed individual records of accomplishment and the writing has examples of children's work annotated and levelled. This also contains whole class objectives to inform future planning.
- Our rolling programme for agreement trialling looking at different attainment targets ensures that teachers are confident at levelling work
- Our marking concentrates on the learning intentions and sets targets for children (this can also be a result of verbal evaluation eg discussion with children of their work)
- Children are encouraged to self assess their own work at the draft and final stages before handing in to be marked
- Our records of achievement show any significant achievements in the areas of physical skills, social skills, attitude development and process skills
- Our distribution tracker shows end of year achievement and targets.
- Our data collection shows termly progress made by children as assessed by teaching staff
- Our reading records show progress in reading
- Our spelling and reading tests show progress made in these areas
- Our standardised testing shows the levels we are achieving compared to other children in the country
- Monitoring of planning and children's work by the team leaders, curriculum development leaders and subject leaders ensures progression and high standards across the school
- Our SEN procedures ensure that special children are supported and their needs assessed regularly
- Our annual report shows coverage and assessment in all subjects and target setting in the core subjects and PSHME
- ISEN reviews monitor the performance of each child within the school and highlights special children and those that are gifted and able
- During parents evenings targets are set collaboratively and past targets assessed on whether they have been achieved. Children are encouraged to think for themselves about where improvements need to be made but the teacher ensures that these are specific and appropriate.