

**WEST TYTHERLEY PRIMARY SCHOOL
ASSESSMENT, RECORDING AND REPORTING
POLICY**

Assessment is an integral part of planning, teaching and learning and is undertaken in accordance with the school's agreed criteria.

Aims of assessment, recording and reporting:

We believe that at West Tytherley Primary School

- Assessment is a PROCESS and is integral to effective teaching
- Assessment enables the teacher to focus on the needs of individual pupils by assisting in the evaluation of the child's strengths and weaknesses. It helps to identify the next step in the child's learning and encourages the setting of learning targets by teachers and pupils and facilitates the appropriate action in terms of extra support
- Assessment should be informative for the teacher and motivational for the pupil. It should be related to criteria, which should be shared with the pupils and form the basis of discussion between pupil and teacher. It reinforces self-confidence and self-esteem by recognising and giving credit for achievement thereby building motivation.
- Assessment provides an insight into learning through
 - teacher assessment (formative)
 - standard assessment tests: Foundation Stage Profile, KS1, mid KS2 and KS2 (summative)
- Recording will reflect only a part of the assessment process and be used to:
 - check pitch and focus for the teacher
 - provide others with key information
- Reporting should celebrate pupils' achievements while also indicating next steps.

Guidelines and procedures

PLANNING:

- is the key to the assessment process
- provides a clear overview of progression in each subject to provide the basis for teachers to decide the correct pitch of tasks/objectives
- medium term/unit plans ensure that there is continuity in the context for assessment and recording and provide suggested activities
- the role of short term planning is to enable the teacher to CHANGE plans in the light of what ongoing assessment indicates are the pupils' actual needs while ensuring coverage
- in non-core subjects planning identifies priorities for recording in order to focus both pupils and teacher on important Key units of study
- all objectives are assessment opportunities
- specific programmes of work (IEPs) provide targets for success for those pupils on the Special Needs register and are planned in conjunction with the teacher/SENCo/SNA and/or outside agencies.

ONGOING ASSESSMENT:

- is integral to teaching
- is undertaken through a range of methods such as questioning, interacting, observing, marking, involving pupils in their own assessment, prompting; setting and grouping
- includes tests and tasks measured against NC criteria
- all pupils are tested and results analysed for spelling and reading termly for whole school screening and diagnostic use. COPSI is done in the summer term with Year R pupils or the autumn term of Year 1
- IEPs are reviewed termly by the class teacher, SNA/SENCo.
- external agencies e.g. E.P./speech therapist/specialist advisors are used when staff believe specialist help or diagnosis is required. Pupils with more specific learning or behavioural problems, and require specific help and intervention to gain access to the whole curriculum will be placed within the Code of Practice 2001. (For further information – see Special Needs Policy)
- will be carried out in-line with the Assessment timetable (see Appendix 1).

RECORDING:

- should be manageable, useful and fully utilised by the teachers and SLT
- records from previous schools/pre-school/nursery would be sought whenever appropriate to ensure that as complete a record as possible is obtained
- enables all subjects to work within a consistent whole school framework while being flexible to accommodate different subject needs
- tracking and predicting pupils progress is the most fundamental and important recording activity and will be done consistently across the school
- subject co-ordinators in conjunction with the Headteacher when appropriate, are responsible for collating and analysing data and time will be given for doing this. The information is shared with staff at staff meetings.
- Headteacher and Senior teacher will collate trend and comparative data and negotiate end of Key Stage targets
- IEPs are reviewed termly by the class teacher/SNA/SENCo.

MARKING AND FEEDBACK TO PUPILS:

will be carried out on a regular basis, both written and oral, and ensure that pupils are involved in understanding the success criteria for their learning. It will be carried out in-line with the agreed marking guidelines (see appendix 2).

SYSTEMS FOR REPORTING:

1. Annual School Reports
2. Parents seen each term
3. End of year summary plus judgements against targets set on annual reports written at the end of the spring term.
4. Pupils aware and/or involved in process
5. Development points/ targets straight into the child's book related to the school improvement plan priorities.
6. Copies of IEPs are sent to parents at the beginning of the autumn term. Parents are invited to discuss these with class teachers/SNA/SENCo.
7. IEPs are shared with pupils and parents and they are given the opportunity to respond.

MODERATION / AUDIT: will be completed

- informally through sharing predictions and assessments throughout the year (esp. in relation to tracking sheet)
- by cross marking - including mid key stage SATs and moderation activities.
- formally through in-service sessions

LIAISON:

- Visits: preschool, home/school, pupil/school, secondary school, SENCo visit from Test Valley – summer term.
- Transfer of tracking sheet and end of year teacher assessments and SAT results to the new teacher or secondary school.
- IEPs – see Reporting above.
- In our small school, there is always ample opportunity also for informal discussions between staff.

MANAGEMENT, MONITORING AND EVALUATION:

- Data analysed by all staff
- Leadership team relate these to RAISE on-line Data and Fischer Family Trust.
- Tracking sheets used in monitoring in the classroom – another layer of moderation
- Use of internal tracking data
- Staff meetings allow direct feedback from teachers
- Staff Meeting agenda at least once a term to update assessment e.g. moderation of work, benchmarking etc.

EQUAL OPPORTUNITIES:

All children will have equal access to, and opportunity to experience the curriculum regardless of their gender, race, religion, age ,abilities or beliefs.

ABBREVIATIONS

EP – Educational Psychologist

IEP – Individual Education Plan

LT – Leadership Team

KS – Key Stage

SNA – Special Needs Assistant

SATs – Standardised Assessment Test

SENCo – Special Educational Needs Co-ordinator

Original July 1993

7th review: Autumn 2012

Next review: Autumn 2014

Signed on behalf of the Governing Body

APPENDIX 1

West Tytherley Primary School Assessment and record keeping timetable

Autumn term

WEEK	Tasks to be carried out
1	Set group lit and num targets at beginning of each unit KS1/2 NFER/Nelson and SWST (Years 1-6)
2	Foundation Stage: half a term spent collecting initial impressions
3	Writing Assessment (End of unit – times will vary class to class) Y6 Parents' evening
4	Finalise predicted levels
5	
6	
7	Focussed science assessment (end of unit) Update Skills progression booklets Parent evenings (Y1-5) Foundation Stage: Enter data in E-profile
	HALF TERM
1	Set group lit and num targets at beginning of each unit
2	
3	Writing Assessment (End of unit – times will vary class to class)
4	RAISE online data
5	ICT focussed assessment task
6	Focussed science assessment (end of unit) APP assessments to be made
7	Update Skills progression booklets Foundation Stage: Update E-profile

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Spring term

WEEK	Tasks to be carried out
1	Set group literacy and numeracy targets at beginning of each unit
2	
3	Writing Assessment at end of each unit
4	
5	Foundation Stage: Update E-profile
6	NFER Nelson/SWST (review of progress) Focussed science assessment (End of Unit) Assess literacy/numeracy targets
	HALF TERM
1	Review predicted levels (Mid-year review and outline of action taken) Set literacy and numeracy targets
2	
3	
4	
5	Foundation Stage: Update E-profile Focussed science assessment (End of unit) APP assessments to be made REPORTS OUT TO PARENTS
6	Assess numeracy/literacy targets/Key Objectives Update skills booklets Moderation of APP PARENTS' EVENINGS (Mon/Wed)

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Summer term

WEEK	Tasks to be carried out
1	Set literacy and numeracy targets
2	
3	
4	KS2 SATs week – Y6/Y5 (QCA)
5	Y3/4 QCA tests
6	Assess numeracy/literacy targets Foundation Stage: Update E-profile
	Half Term
1	KS1 SATs start Set literacy/numeracy targets
2	KS2 NFER/Nelson and SWST
3	Focussed science assessment Update skills booklets
4	KS1 SAT data to Jane Start to collate records for transfer – see list Foundation Stage: Complete E-profile and send to county
5	Assess numeracy/literacy targets Finalise APP assessments
6	Transfer records to new teacher(s) Receive records and check against agreed list Reports out to parents
7	Final Teacher Assessment levels onto AM7

Appendix 2

West Tytherley Primary School

MARKING GUIDELINES

These guidelines are intended to ensure that children's work is regularly monitored, its value recognised and acknowledged and that there is a continuity of consistent marking across the school.

Purposes

- to promote learning
- to motivate
- to assess progress
- to aid learning

Consideration should be given to:

- frequency
- focus
- quality of comment
- medium used
- match

focus

- children should know what the focus of their written work is to be.

quality of comment

- keep comments brief and to the point
- make positive comments
- give guidance on how they can improve their work
- hp means a house point for juniors (juniors to tick the hp in their books when they have recorded it.
- special stickers and certificates reflect children's personal achievement
- special work to be shown to Headteacher for praise
- other incentives given by individual staff where relevant
- pupils to respond to marking where appropriate, either by initialling it and/or answering the question

medium and methods used for marking

- work marked in a contrasting colour from the child's work
- mark with sensitivity for Special Needs children
- for consistency of marking, it is expected that all teachers and teaching assistants should follow the guidelines