



# ASSESSMENT & RECORDING POLICY

Date Policy Reviewed	10 <sup>th</sup> October 2019
Next Review	Autumn 2023

## **RATIONALE**

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

## **AIMS**

This policy is designed to:

- provide guidance for all staff
- provide a common framework for staff to plan learning opportunities for their pupils
- help staff to recognise the school's rationale in relation to Assessment

## **PRINCIPLES OF ASSESSMENT**

### **Formal/ summative assessment**

- Comprises externally validated assessment in the form of Standard Assessment Tests (KS1 and KS2) including Y1 phonics tests, end of topic assessment tasks and termly commercially produced tests e.g. NFER. These assessments inform the school of the academic standards of children at any particular time.

### **Informal assessment**

- Comprises professional judgements made by teaching staff in relation to teaching objectives and assessments made in line with school generated assessment materials.

### **Diagnostic assessment**

- Comprises assessment procedures that inform the teacher of the learning styles of pupils, their rate of progress towards targets and of any difficulties particular pupils might be experiencing in their learning. 'Assessment for learning' techniques are used where appropriate.
- Diagnostic assessment is ongoing and related to short term targets
- Outside agencies may be called in to assist with diagnostic assessment of particular pupils

### **Moderation**

- Moderation with other schools and agencies is carried out regularly to verify the school's own judgements.

## **GUIDELINES FOR ASSESSMENT**

Assessments are made in terms of timescale:

- Short term
- Medium term
- Long term

### **SHORT TERM ASSESSMENT**

Short-term assessment comprises teachers' professional judgements made in relation to teaching objectives for the daily/weekly sessions.

*Assessments are made using:*

- differentiated, focused questioning during shared sessions;
- guided reading and writing sessions;
- focus on particular groups during the plenary session;
- marking pupils' independent work;
- self and peer assessment ;
- other assessment for learning techniques to continually check pupil progress and understanding such as thumbs up/down, traffic lights.

Assessments are used by teachers to inform short term planning, analyse teaching methods and to inform their management of support staff.

### **MEDIUM TERM ASSESSMENT**

Medium term assessment comprises short, teacher-designed tasks that allow pupils to demonstrate their increasing command of the skills of reading, writing and mathematics.

*Assessments are made using:*

- NFER and Testbase reading tests to provide reading age and standardised scores;
- writing tasks assessed in relation to school generated assessment materials (which are moderated);
- Puma, Testbase and NFER Maths tests to provide standardised scores and National Curriculum levels;
- Testbase and 'Rising Stars' EGSP tests to provide standardised scores and National Curriculum levels;
- scrutiny of work books and samples;
- teacher next step meetings with children.

*Assessments are recorded using:*

- reading scores are recorded individually and for the whole class;
- reading records;
- writing attainment is recorded and progress is tracked against NC descriptors;
- notes are made in relation to the key teaching objectives for the term;
- SPaG test scores
- maths assessment scores

- maths assessment focusing on specific areas based on NC descriptors where appropriate (children's books);
- sentence level writing targets where appropriate (children's books);
- the school's tracking system (target tracker)

*Assessments are used to:*

- track the progress of individuals, groups and classes towards targets;
- inform medium term planning;
- inform reports to parents and school management;
- inform the SENCO in maintaining the register of Special Needs;
- inform the assessment coordinator in monitoring attainment and progress throughout the school (assessment coordinator/ teachers meet for pupil progress reviews);
- inform maths and English leaders of standards and progress throughout the school.

## **LONG TERM ASSESSMENT**

Long-term assessment comprises nationally prescribed SATs and commercially produced materials.

*Assessments are made using:*

- assessments for Foundation Stage are made according to arrangements outlined in the Early Years Foundation Stage Framework;
- tests for year 1 (phonics), year 2 and year 6 will be carried out annually in line with government and LA instructions;
- end of term tests for year 1, 2, 3, 4, 5 and 6 will be carried out using a range of published materials including NFER and Testbase reading tests; Puma, Testbase and NFER Maths tests and Testbase and 'Rising Stars' EGSP tests.

*National assessments are recorded by*

- publishing scores in school league tables;
- recording data in the form of early learning goals against 'development matters' (Foundation Stage) and national curriculum levels and average point scores (Y1 to Y6).

*Assessments are used to:*

- identify the strengths and weaknesses of the provision in school and to set curriculum targets (practical steps that the school will take to alter the curriculum in response to analysis of the results).
- set targets for individuals, groups and cohorts of pupils over the coming year.
- inform the wider community of the performance of the school in relation to national and LA norms.
- report to parents on the progress and attainment of their child (in conjunction with short and medium term assessments).

- inform Governors of pupil progress and achievement;
- inform Governors in relation to teachers' performance management.

## **TARGET SETTING**

### **What are targets?**

The school identifies three different forms of target:

1. *Learning targets* that relate to individuals and groups of children.
2. *Curriculum targets* that relate to the curriculum and its delivery.
3. *School targets* for the end of Foundation Stage, KS1 and KS2 results and which are set in relation to gender, free school meals and SEN.

### **Aims of target setting:**

*The school aims to improve standards through:*

- Making it clear to pupils what they need to learn next;
- Making it clear to pupils when they have achieved their learning targets;
- Making learning intentions clear to pupils in every lesson;
- Analysing assessments in order to establish where alterations can be made to improve teaching and learning;
- Identifying groups of pupils and providing intervention programmes to accelerate their learning
- Challenging teachers and pupils to improve results by having high expectations of attainment and progress

## **REVIEW**

Our assessment co-ordinator is responsible for monitoring the implementation of this policy.