

BEREWOOD PRIMARY SCHOOL



Assessment, Reporting and Recording Policy

June 2019

Revised by School	June 2019
Responsible Person	Headteacher
Responsible Committee	Full Governing Body
Ratified by GB	25 th June 2019
Next Review	Summer 2022



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

ASSESSMENT REPORTING AND RECORDING POLICY

AIMS OF ASSESSING, RECORDING AND REPORTING POLICY

- To identify and inform children about what they have to do to make progress;
- To inform teachers about what they need to do next in their teaching;
- To inform parents about their child's progress and how they can help their child;
- To inform the Governors, the University of Chichester Academy Trust, OFSTED and other external agencies about the performance of the school;
- To promote shared understanding about performance data;
- To establish systematic and rigorous procedures for collecting and managing data, with particular reference to standards in the basic skills of literacy and numeracy;

- To promote effective planning with assessment as an integral and vital element of the learning and teaching cycle;
- To raise standards in learning and teaching by ensuring accountability and focus on the needs and progress of all pupils;
- To secure a consistent approach and common practices across the school.

This policy should be read in conjunction with the Learning and Teaching Policy, Marking Policy, SEN and Gifted and Talented Pupil Policies.

Principles

Assessment is both summative and formative, and has many purposes. It is most useful when there is consistency in judgements across the school, when they are moderated and agreed with all staff, and when they are moderated across local schools and the Trust.

Assessment, recording and reporting should:

- Be manageable and time efficient;
- Be formative, integrated into everyday learning and teaching and allow teachers to plan future work that reflects the needs of each child;
- Be diagnostic, clarifying where learning strengths and areas for development can be identified for each pupil and indicating “next steps” for learning;
- Be evaluative, providing information to evaluate the curriculum, learning and teaching, the effectiveness of the school and quality of provision at the school;
- Be summative, recognising and celebrating achievement;
- Recognise the achievements of individual children;
- Motivate and encourage self esteem;
- Engage the learner, their teachers and parents in a dialogue around learning;
- Enable teachers’ judgements to be highly trusted and valued;
- Be transparent and clear;
- Enable early recognition of pupils and groups at risk of underachievement regardless of ability;
- Identify areas of provision to be improved or celebrated;
- Support transition between year groups, key stages and schools;
- Be regularly reported and discussed with parents;
- Meet statutory requirements.

Assessment and planning cycle

- The National Curriculum and Early Years Foundation Stage Curriculum, school curriculum map and annual plans identify the coverage and attainment expected for each year group;
- Medium term plans and the assessment continuum indicate when key assessment opportunities are to be undertaken and help identify whether a child is working below, towards, at or above the end of year expectations;
- Short term planning shows clear learning objectives, as well as the differentiation of teaching activities. Examples of key questions and assessment opportunities may also included.

- Assessment for pupils with Special Educational Needs informs their individual targets, their Pupil Passport and in some cases their Education and Health Care (EHC) plans;
- More able pupils are challenged to attain higher through differentiated and deepening activities, extension tasks and focused teaching;
- Teachers make judgements of attainment in reading, writing and mathematics at the end of each assessment phase and in the foundation subjects at the end of each year;
- Teacher assessments in reading, writing, mathematics and science are confirmed at the end of each year and moderated as part of the transition procedures with the subsequent teacher;
- Performance data is analysed and progress meetings are held at each assessment phase to monitor progress of individuals, groups and cohorts, and is used to inform planning and target setting;
- All assessments are used to inform planning at all levels, including long, medium and short term planning, and intervention and additional support.

Assessment within each lesson

Assessment for learning is central to all lessons and units of work. Learning objectives are identified and shared with children and are reviewed throughout each lesson. Many strategies are used to support and enrich this process. These include:

- The use of success criteria;
- Pupil assessment and self evaluation;
- Individual and group targets;
- Marking and feedback (see Marking Policy);
- Plenary discussion;
- Key questions;
- Pupil conferencing;
- Self and peer marking and review.

Procedures and systems at Berewood Primary School

Target setting

- Statutory targets are agreed with the University of Chichester Academy Trust and HCC in the autumn term;
- Individual progress targets for all pupils in key stages 1 and 2 are agreed with the head teacher in the autumn term and revisited at each progress meeting;
- Curriculum targets are set as part of on-going assessment and within the annual report to parents;
- Areas for development are identified as part of the assessment at the end of each topic and recorded in the pupils' topic books in key stages 1 and 2. These are shared with parents, and parents are invited to respond in writing to these assessments and targets;
- Targets are discussed with parents formally at parent evenings, and informally as appropriate;

- Targets for pupils identified with SEND are discussed and reviewed with parents at least every term.

Assessing Pupil Progress

- Teachers make judgements against the expectations for each year group in key stage 1 and 2, and the Early Years Profile in the Early Years Foundation Stage;
- Whole school moderation activities, moderation with other local and Trust schools and Local Authority moderation visits are used to inform judgements;
- End of Key Stage assessments and the Year 1 and 2 phonics check are completed according to statutory requirements;
- A new statutory multiplication check for Year 4 is expected to be introduced in summer 2020 and the school has been trialling these as part of our preparation for this;
- Diagnostic tests are used to identify specific misconceptions or areas of need;
- Teacher assessment in the foundation subjects are recorded in teacher files and inform discussions with parents and the annual pupil report.

Continuity and Progression

Continuity is secured through moderation, standardisation and monitoring.

Moderation and standardisation is both within and beyond the school:

- Teacher assessments in reading, writing and mathematics are planned into staff meeting and INSET through the School Improvement Plan;
- Planned moderation at end of each year with new class teacher;
- Locality meetings include moderation tasks as appropriate;
- Local Authority moderation of the Early Years Foundation Stage, Key Stage 1 judgements and year 6 writing assessment is completed as required;
- Moderation within the Trust supports consistency between Trust schools;
- Attendance at courses to develop teacher assessment as opportunities arise.

Monitoring of assessments is rigorous and on-going, and includes:

- Subject leader monitoring in lessons, of work, and of planning;
- Termly subject Review and Evaluation sheets;
- Appraisal;
- Leadership Team monitoring of lessons, pupil work and planning;
- Governor monitoring of key priorities at the school;
- Monitoring of pupils with SEND and SENCo involvement in reviews.

Informing Parents

All assessment information is available to parents and informs all discussions with them. The following procedures are in place to secure very good communication with parents and carers:

- All parents are invited to two formal parent consultation evenings each year;
- Curriculum information is sent home each term, including a term overview, assessment opportunities, and information relating to the specific programmes of work being followed;

- The school has an open door policy and parents are encouraged to ask for further meetings as the need arises;
- Additional meetings with parents are organised by teachers when concerns arise. Other staff, including the Head teacher, a subject leader or SENCo may attend such meetings;
- Topic Books in Years 1 – 6 are sent home each term with a formal evaluation of the child's work and a pupil comment. Parents are invited to respond with their own written comments;
- Tapestry, an on-line app, is used to record children's progress in YR. This is accessed by parents and can be downloaded as a hard copy when needed
- Each parent receives an annual written report on their child's progress in each area of the curriculum at the end of the summer term;
- Annual reports include the teacher assessment in reading, writing, mathematics and science, and effort grades for all subjects, as well as statutory information as required;
- Parents are invited to feedback on their child's progress in a report response sheet. These are analysed by the head teacher and used to promote even better systems of communication;
- All pupil records are available to the parents on request. It is necessary, however, for the approach to be made through the head teacher, giving at least one week's notice.

Information systems and transfer

- Data transfer arrangements follow statutory, Trust and Local Authority procedures;
- The SIMS Assessment Manager system transfers end of Key Stage data;
- Pupil tracking information is kept using the O Track system used across the University of Chichester Academy Trust schools;
- Class target setting and pupil progress sheets monitor progress over the key stages in reading, writing and mathematics, and in science at the end of each key stage;
- Comparisons with schools in similar circumstances, across the locality and nationally are used to challenge progress data at the end of each key stage and to support the target setting process;
- ASP (Analysis of School Performance) and school internal data is analysed to identify any areas of concern and to highlight strengths at an individual, group and cohort level;
- Fischer Family Trust analysis and reports are analysed to identify any areas of concern and to highlight strengths at an individual, group and cohort level;
- The Dashboard is used to track developments and to indicate key areas of concern.

The school recognises its duties with regard to confidentiality, information sharing and data protection, and follows Chichester Academy Trust, HCC and national guidance in this area.

Responsibilities

The Head teacher is responsible for:

- Implementing the Assessment, Recording and Reporting Policy;
- Ensuring that all statutory requirements are met in full;
- Ensuring that monitoring procedures secure the rigour of assessment and related procedures;

- Ensuring that a full analysis is made of assessment data, shared with staff and Governors as appropriate and used fully to support the progress of individuals and identify areas for school development and focus.

The class teachers are responsible for:

- Following procedures and systems as laid out in the ARR Policy;
- Using assessment to inform planning;
- Keeping records of assessment and collecting an appropriate range of evidence of children's work;
- Administering end of Key Stage tests and assessments according to statutory requirements;
- Making teacher assessments and completing the required data, as indicated in this policy;
- Analysing assessment information and using within the Appraisal process as evidence when appropriate.

The Governors are responsible for:

- Monitoring the implementation of the ARR Policy;
- Reviewing and updating it as part of their policy review cycle within the School Improvement Plan.

Monitoring and Evaluation

This policy was reviewed by all staff and Governors in June 2019, and is reviewed as part of the three year review cycle, unless significant changes to requirements occur sooner.