

HANSLOPE Primary School



ASSESSMENT, RECORDING AND REPORTING POLICY

Date policy approved	Spring 2008
Date for next review	Spring 2010
Committee responsible	Curriculum

Introduction

At Hanslope Primary School, we believe that assessment and recording are a crucial and integral part of the teaching and learning process. Assessment will be applied consistently across the school, will be manageable, useful and acted upon for the benefit of all stakeholders.

Aims and Principles

Through our assessment and recording policy we aim to:

- Measure and track pupil progress against targets set and objectives
- To identify pupils' strengths and areas for development
- To gather information to inform future planning
- Evaluate the effectiveness of planning and teaching methods
- Provide opportunities for pupils to review their work, self-assess and set future targets
- Recognise and celebrate all pupils achievements within and beyond the National Curriculum requirements

Forms of Assessment

We use the following forms of assessment:

Formative - staff use the information gained from this type of assessment to 'form' or direct the next learning experience for pupils. The following practices are followed in order to facilitate this.

- Learning intentions are shared with pupils as part of everyday practice
- Pupils are given opportunities to see and discuss examples of good work as a model for success
- Pupils understanding is explored through careful questioning, in particular the use of higher ordering questioning skills to challenge the more able
- Pupils are given constructive feedback either verbally or in written form
- Pupils are set targets
- Pupils are expected to assess their own performance

Diagnostic - this is where staff identify and teach the specific knowledge, understanding or skills required to make expected progress.

Evaluative - this informs the strategic planning and direction of the whole school by evaluating the impact on pupil achievement of planning and teaching and the curriculum.

Summative - this systematic recording of information over a period of time leads towards a summary of where the pupils have reached at a given point. This is an essential tool for identifying progress over time. The following formal summative assessments are in place at Hanslope School.

- i) Foundation Stage profile
- ii) Key Stage 1 and Key Stage 2 SATs
- iii) TOWRE reading test
- iv) Termly assessment tasks
- v) Optional QCA tests in Literacy and Numeracy
- vi) End of year reports to parents

The frequency of these assessments is shown in the Whole School Assessment Timetable at Appendix 1

Assessment for Learning

At Hanslope, Assessment for Learning is integral to our practice. We evaluate our own assessment procedures by measuring our practice against the seven key elements:

- a) conditions for learning
- b) the use of curricular targets
- c) designing opportunities for learning
- d) strategies for day-to-day assessment in the classroom
- e) feedback on learning
- f) involving parents and carers
- g) the formative use of summative assessment

Although the AfL self-evaluation grid (see separate document) is used primarily by the Senior Team for monitoring purposes, it should be used as a reference document for individual staff members to evaluate their own practice.

Methods of recording assessment outcomes

In order to ensure a consistency of approach across the whole school and to ensure that all areas of the curriculum are monitored, we use a variety of methods of assessment and record the results in different ways.

- Record Books - class teachers will use personal record books to record day to day results/outcomes across a range of subject areas, ranging from weekly spelling and tables results to outcomes of specific lessons. There is no prescribed format for this and the extent of its use is determined by teachers own professional judgement.
- Ongoing record sheets - we use ongoing record sheets for Literacy and Numeracy which are used initially in Year 1 and are passed onto subsequent teachers to inform future planning (see appendix 2)
- Termly Foundation subjects grid - this is used on a half-termly or termly basis and identifies pupils who have not met or who have exceeded the learning outcomes based on the content of the unit of work being taught. This is particularly useful for preparing for end-of-year reports. (see appendix 3)
- Core Tracking - we use this system to record and predict outcomes based on termly assessments undertaken within each class. The results are recorded centrally within the school, are then analysed within year teams. Pupils who are not making the expected progress are identified and tracked accordingly. Staff complete a termly Core Tracking Discussion sheet onto which reasons for lack of progress and subsequent action points are recorded and monitored.
- Foundation Stage Profile - this is used to monitor the progress of pupils within the Foundation Stage across the six areas of learning. Children are assessed against the Early Learning Goals and the end-of-year results inform planning for the Year 1 teacher.
- Marking - (see separate Marking policy)

REPORTING

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote a child's learning.

Reporting to parents

This takes the following forms:

- a) Sharing of pupil targets
- b) Discussions at consultation evenings
- c) Discussions arising from 'open door' policy
- d) School Profile
- e) Annual written report (including SATs results and national comparisons for end of key stage pupils)

Reporting to Governors

Governors gain information about assessment practices and outcomes through:

- a) Written Headteacher Reports to the Governing Body
- b) The analysis of data at Curriculum Committee meetings

Special Educational Needs

For pupils on the SEN register, Individual Education Plans are written to target more specific needs. These are drawn up by the class teacher with the support of the SENCo. Parents and pupils are informed of these targets which are reviewed termly.

Where pupils are not yet achieving National Curriculum levels, the P levels are used to set targets and monitor progress.

Equality Statement

This policy applies to all pupils regardless of age, gender, ethnicity or disability. We may use outside agencies to support the needs of particular groups. Pupils with EAL and who are at an early stage of language acquisition may be assessed against the NASSEA levels.

Monitoring and Evaluation

As assessment is integral to teaching and learning across the whole school, all staff have a responsibility to ensure that all aspects of assessment are carried out as effectively as possible.

The Headteacher/Assessment Coordinator will monitor the implementation of this policy and will ensure that data is analysed and acted upon.

This policy will be reviewed every two years.

APPENDICES

Appendix 1: Whole School Assessment Timetable

Appendix 2: Literacy and Numeracy record sheets

Appendix 3: Foundation Subjects record sheet