



Signed by Chair of Governors .....

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## **TROWSE PRIMARY SCHOOL**

# **Assessment and Recording Policy**

### **Introduction**

At Trowse Primary School, we believe that assessment, and recording are a crucial and integral part of the teaching and learning process. Through the process of rigorous assessment we can do our best to ensure every child reaches their potential.

### **Aims**

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can apply;
- recognise and celebrate all pupils' achievements
- to ensure early identification of children with SEN;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to involve pupils in reviewing their work; to self assess and to set future targets;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgments about the effectiveness of the school.
- to use data to ensure that pupil progress is monitored effectively.
- to comply with statutory requirements (i.e. reporting results to the LA).
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

### **Planning for assessment**

We ensure the National Curriculum (Sept 2014) is taught effectively. We use the objectives in this document to help us identify each child's level of attainment.

We plan all our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Success criteria may be shared with the children in a number of lessons. We make a note (mental or written) of those individual children who do not achieve at the expected level for the lesson and those who exceed this expectation, and we use this information when planning for future lessons. We also keep this information as a record of the progress made by the class.

## **Target setting**

We set targets in Mathematics and English (reading and writing) for all our children during each academic year, these are recorded on Pupil Asset (our pupil tracking system) at the start of the year. Target setting for individuals is based upon a number of factors, including expected progress in a year, prior attainment and where we want the child to be academically by the time they go to high school. The School tracking system is updated at least twice a year, and three times in most cases.

We sometimes set individual learning targets for children in the areas of literacy and numeracy. We also encourage the children to set targets that are linked to their individual needs. These targets could be recorded in the front of the children's workbooks or in their home school books and are reviewed on a regular basis.

We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. Targets with younger children may be recorded in a more informal way in books, through 'next steps' stamps or 'two stars and a wish'. We encourage the children to involve their parents in this process.

## **Recording**

Formal recording in key subjects are detailed in Appendix 2 so all staff are clearly aware of their role. It is designed as a 'quick guide' for teachers to see their responsibilities through the year.

We recognise various methods of assessing a child's learning on a day to day basis. It is for the teacher to decide how much, and how often, they will keep their own informal records updated. We all understand that the assessment notes we keep need to be rigorous enough that we can make an accurate and informed judgement when it comes to the formal records.

Each Year group has an assessment file for maths and another for English (reading and Writing) with sections for each child. Assessments in mathematics, and literacy are collected on an ongoing basis and the assessment sheets updated accordingly. The children are given a national curriculum age related ability, which is recorded on the school tracking system every term.

## **Reporting to parents**

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we discuss how their child has 'settled in' to the new year and review the targets that we have identified for their child on their last school report. At the second meeting of the year, held during the spring term, we evaluate their child's progress and discuss what the school and home can really focus on before the end of the year. At the third meeting of the year, an open afternoon, we give the parents the opportunity to review their child's written report, reflect on the successes that the child has had and give the opportunity to share the next steps in learning in the core subjects (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. Teachers write a long piece of writing about each child which includes a general comment as well as subject information. In this report we also identify target areas for the next school year in Maths English and aspects of personal development. In this written report we include a space where the children can offer their own evaluation of their performance during the year. In reports for pupils in Year 2 there is a print out of the Teacher Assessments for the child as reported to the Local authority and in Year 6 we also provide details of the levels achieved in the national tests.

We offer parents of pupils in the Foundation Stage the opportunity to discuss the results of the Foundation Stage Profile each term at parents evening and give them a copy of the Profile at the end of the year.

## **Feedback to pupils**

We believe that quality feedback to pupils is vitally important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; they may be useful to both parents and teachers.

When we give written feedback to a child, we relate this primarily to the learning objective for the lesson. By doing so we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear, in a constructive way, why this was the case.

We encourage the children to make comments about their own work and the work of fellow pupils, whether written or verbal and encourage older pupils to be the first markers of some pieces of work. Refer to the marking and response policy for further details.

## **Consistency**

Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. It is each subject leader's responsibility to ensure that any samples that they keep of children's work reflect the full range of ability within each subject. Regular work sampling will take place to ensure consistency in marking and expectations. This will happen in staff meeting time.

Year 2 and 6 teachers will moderate Teacher Assessment evidence with other teachers from the cluster to ensure consistency and Foundation stage, Y2 and Y6 are called for Local Authority moderation every 3 to 4 years. Year 6 national tests are marked externally and are always a good benchmark for the accuracy of our own assessments.

## **Monitoring and review**

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. The co-ordinator may inspect planning, assessment folders, tracking data or samples of the children's work, to observe the policy being implemented in the classroom.

## **Appendix 1**

### **Pupil records- some details**

- ◆ Entry profiles are completed by parent and children before the child starts school and by the teacher during the child's first half term in school. This is followed up with a discussion between parents and teacher in the first term of entry. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- ◆ Admission application forms are completed by parents once a place at the school has been offered. Forms are kept locked in the office. Individual forms are confidential and access is only available to parents who make a request to the Headteacher.
- ◆ Summative record reports are used for recording attainment at the end of the year. They are kept in the pupil's profile which is in the school office.
- ◆ Special Needs records are maintained on a regular basis so that progress can be carefully monitored and support requested where necessary. All S.E.N. documentation is kept with the special needs register in the office. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- ◆ Written reports to parents are sent home in the summer term, in time for the open afternoon. Parents keep the original report and a photocopy is kept in the pupil's office file. The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis and not feeling that they have to wait for an organised parent/teacher interview.
- ◆ Standardised diagnostic assessment results are kept by the class teacher and a copy kept by the Headteacher in the office. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- ◆ A subject portfolio is a record of selective work that has been annotated and a level agreed upon. In order to assure that teacher assessment is consistent, there are regular agreement trialling sessions between key stages.
- ◆ Pupil's subject books are a record of work covered. They provide constructive feedback to the pupils through daily marking and show evidence of progress over time. Examples of work may be photocopied and kept in the subject leader portfolio as evidence.
- ◆ Class teacher records are confidential to the class teacher and only used to guide planning. They inform the teacher about the appropriateness of the work presented to the whole class, group or individual.
- ◆ Transfer of records. Records are only forwarded to the new school following a request either in writing or a verbal request from the Headteacher of the school. It is insufficient for a parent to advise us of the new school and take the records with them. Please refer to the safeguarding policy for procedures relating to the passing on of safeguarding information.

## Appendix 2

### **Foundation Assessments**

<b>Type of assessment</b>	<b>When</b>	<b>Why</b>
Early Excellence 'baseline' check	YR Before 6 weeks in to the autumn term	Baseline data for the school. Early identification of any children requiring extra interventions. Data sent to DFE.
Foundation stage profile- All areas of learning	Ongoing throughout reception. Termly updates  Summarised at the end of the year for school tracking system.	Ongoing tracking of progress through FS.  Provides information on attainment for entry into KS1 and therefore expected high/ low achievers in y2
Unaided writing assessments	Termly, on the half term Use grids to level work.	Tracking of writing ability. Moderation every term for all staff- ensure we all are knowledgeable on writing levels.
Reading records	Reading assessment grids to be updated at least termly, if not more frequently.	Tracking of progress in reading.
Maths key objectives	Grids filled in at least termly	Tracking of progress against Key objectives.

<b>Type of assessment</b>	<b>When</b>	<b>Why</b>
High frequency words	Termly Y1 & Y2 (and Y3 for low ability children)	Focus on the individual child's needs. Feeds directly into teaching, small group work and individual support.
Unaided writing assessments	termly (year 1 & year 2)	Tracking of writing on school tracker Feeds targets for class teachers to share with chn. Moderation every term for all staff- ensure we all are knowledgeable on writing levels.
Reading test 'Reading Now' booklet	Yr 1	Pick up any children behind in reading in order to access catch-up programme early. Identification for other literacy support interventions.
QCA End of KS1 tests- reading & Spelling and Grammar.	Year 2- June	National test. Summative data on progress- data fed into school tracking system to identify children not working at their potential for the next academic year. SENCO informed.
Reading progress assessment grids	Updated at least termly from teacher's own notes	Tracking of progress in reading. Ensures teacher assesses the full range of reading ability.
Teacher assessment- reading & writing- School tracking system	Ongoing, but recorded termly on school tracking.	For tracking data for Y1 & 2. Reported nationally at end of Y2.
QCA tests- maths	Year 2. June	National test. Summative data on progress- data fed into school tracking system to identify children not working at their potential for the next academic year. SENCO informed.
End of year science assessment	Years 1, 2 Recorded as a level at the end of the year. Decided on from in-year teacher's notes.	Ensures progress of all children. Informs teacher of children working below expectations and needing consolidation.
End of Key stage teacher assessment	Year 2 Y2 by teacher assessment of individual ATs.	Summative data. Informs co-ord of weaker strands to reinforce the curriculum in the future.

**KS2****Key- literacy****Maths****Science****Computing**

<b>Type of assessment</b>	<b>When</b>	<b>Why</b>
Basic literacy assessments (including catch-up/ key words assessments)	Y3 lower ability	Focus on the individual child's needs. Feeds directly into teaching, small group work and individual support.
Unaided writing assessments	Termly (year 3- year 6)	Tracking of writing on school tracker Moderation every term for all staff- ensure we all are knowledgeable on writing levels.
Reading age test- NFER	Y 3 (+others as necessary)	Pick up any children behind in reading in order to access catch-up/ sound discovery programmes early.
QCA tests- reading & GPAS (including end of KS tests and TA)	Year 3-6	Summative data on progress- data fed into school tracking system to identify children not working at their potential for the next academic year. (SENCO & KS leaders)
QCA tests- maths (including end of KS tests and TA)	Year 3- 6. May & November	Summative data on progress- feeds into school tracking system to identify children not working at their potential
End of year science assessment	Years 3-5 Recorded as a level at the end of the year. Decided on from in-year teacher's notes.	Ensures progress of all children. Informs teacher of children working below expectations and needing consolidation.
End of Key stage assessment -Test -Teacher assessment	Year 6	Summative data. Informs co-ord of weaker strands to reinforce the curriculum in the future.
End of Key stage assessment -Teacher assessment – based on evidence available	End of Year 6	Summative data. Informs us of effectiveness of provision. Informs high school of attainment.