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## **AIMS AND OBJECTIVES**

1.1 Assessment is integral to teaching and learning. At Royles Brook we believe that assessment should be a continuous process, with coherence and progression; it is central to curriculum planning, the organisation of the delivery of teaching and it should be built into our planning. It should help the school and the staff to plan and deliver effective learning to pupils and the pupils to make at least good progress.

1.2 Children at our school have an entitlement to an assessment process which:

- Accurately identifies and tracks their progress
- Highlights strengths and difficulties, together with strategies to manage them
- Raises the expectation of success and celebrates a broader range of achievement
- Provides reliable and credible information to support progression in learning
- Recognises the wider curriculum including SMSC development
- Actively involves them

1.3 Teachers at our school have an entitlement to assessment and recording procedures which:

- Are based on clear and shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements
- Support quality teaching and learning and advance the learning process
- Yield valuable and valid assessments
- Enable them to plan more effectively

1.4 Parents at our school have an entitlement to an assessment and reporting practice which:

- Highlights their child's success and progress
- Identifies weaknesses and explains how they will be addressed
- Provides them with opportunities to review and discuss their child's achievements ensuring information is detailed, specific and clear.
- Involves them in helping to meet and understand their child's learning targets

## **MANAGEMENT AND MONITORING OF ASSESSMENT, RECORDING AND REPORTING**

2.1 Assessment is the judgement that teachers make about a child's attainment, based on the knowledge gained through techniques such as observation, questioning, marking pieces of work and testing.

2.2 Recording is a teacher making a record of significant attainments to inform curriculum planning and reports to parents and others.

2.3 Reporting is the process of informing others including parents, Head Teacher, governors, the child's next teacher or school and the child.

2.4 Please refer to Appendix 1 to see the various roles different staff have in assessment in our school.

## **PLANNING**

3.1 Effective planning is the key to effective assessment and recording

3.2 Assessment can be used for a variety of purposes, all of which can be effectively planned for. Different types of assessment include:

Formative – used to show what the children know, understand and can do. This type of assessment informs the next teaching / learning steps. It provides a feedback and also a feed forward.

Diagnostic – used to identify particular strengths and weaknesses. Primarily used for individual children, it enables the teacher to support learning by changing support / resources.

Summative – at the end of a Key Stage, it fulfils a summarising function, summing up attainment at a particular time.

Evaluative – this shows how effectively different elements of the curriculum have been delivered and where modifications may be necessary. Can be used by the teacher, or school as a whole, as part of the monitoring process.

Normative – comparative assessment with similar children and schools to make judgements of progress and attainment.

3.3 The prime function of assessment is to give both the child and teacher a clear picture of what has been learned, what learning strategies have been acquired and what concepts have been understood so that both may see what steps may need to be taken next. Assessment has a direct influence on planning the next stage or steps in learning.

### Levels of Planning

3.4a Long Term Planning

Our long term planning is co-ordinated by curriculum leaders in consultation with the staff. It is often referred to as a 'scheme of work' and should reflect the overall curricular aims of the school. It matches the National Curriculum 2014 to the needs of our pupils and allocates specific aspects of the document to year groups for study and teacher assessment. All subject leaders at Royles Brook have opted to use the Lancashire Planning Documents, and these form the basis for their scheme of work.

3.4b Medium Term Planning

These plans cover aspects of the curriculum to be covered termly or half termly and relate directly to the schemes of work. These plans have clear learning objectives and outcomes and, identify expectations of achievement. Medium term plans can provide a firm basis for short term plans.

3.4c Short Term Planning

These plans show aspects of the curriculum which need to be covered weekly or daily and are a specific guide for the teachers. They detail aspects of differentiation and should include some form of evaluation and targets. This enables the teacher to focus on the next stage of planning. Short term plans are working documents, and as such benefit from general jottings and note taking as and when things happen and when on the spot formative assessment takes place.

3.5 It is the responsibility of the curriculum leaders to ensure that the breadth of study across the Key Stages includes all required aspects, and that time is not lost due to duplication. Curriculum leaders will have access to teachers planning to ensure breadth, depth and continuity of their subject.

#### 4 ASSESSMENT IN THE LEARNING PROCESS

- 4.1 Ongoing Assessment – Short and medium term: Teachers are constantly assessing how well children can understand, do and remember. This formative assessment is a major aspect of teaching and learning. Observations and assessments of the children help the teachers to re-evaluate the learning and needs of individual children and the teaching requirements of individuals, groups and whole classes. The recording of day to day assessment is recorded in many ways including note taking, use of mark books, comments in children's books and notes on plans.
- 4.2 Effective assessment takes place through a range of techniques:
- Observation
  - Questioning
  - Discussion
  - Listening and talking
  - Marking written work
  - End of unit tests, tasks or challenges
- 4.3 To make assessment effective we set clear learning objectives that are shared with the children so that we and they are clear about what is already known, what we wish them to learn, and how they will know that they have achieved this and where to go next.
- 4.4 Where it is possible and appropriate we set individual targets for writing and Mathematics and provide children with opportunities to reflect on and talk about their learning and progress with either the class teacher, teaching assistant and peers.
- 4.5 We recognise that not all learning needs to be assessed, indeed it would be unmanageable to attempt do so, but we aim to use assessments of children's progress to recognise when they are having difficulties and what to do next and where they are being successful and moving them on faster. We recognise that all the Key Learning Indicators need to be assessed.

#### Marking and provision of feedback to pupils

- 4.6a Marking of work is important to assess and provide feedback to children.
- 4.6b In order to be effective we recognise that it is important to mark work as soon as possible and provide constructive comments which focus primarily on the learning objective and how children can move forward with their learning. We use the information gained to review and adjust future teaching plans and targets.
- 4.6c Although written feedback is important and useful, wherever possible we include oral feedback to ensure that the children understand their achievements and what to do next to maintain or improve their progress. (For further information, please refer to our Marking Policy).
- 4.7 Summative Assessment – Children will still be assessed through testing which will take place after units of work. The tests will be used to inform planning and to track both progress and attainment.
- 4.8 A thrice yearly piece of unaided writing is carried out by all children in Years R-6. This allows teachers to track and monitor progress over the year and to set next steps in order to aid progress.

- 4.9 Other forms of summative assessment, e.g. maths assessments take place during the year to provide additional information. In addition, assessment of specific children or groups of children may take place to identify or diagnose needs.
- 4.10 Using BASE and teacher assessment, the EYFS practitioners set a baseline assessment on entry and throughout the year, ongoing observations and assessment informs the Early Years Foundation Stage Profile relating to the seven areas of learning (three prime and four specific). The class teacher then uses these to inform planning. At the end of EYFS, the profiles are transferred to Year 1.

## **RECORDING**

- 5.1 Class teachers make professional judgements about what needs to be recorded, what should be noted informally and which assessments should be used to plan the next steps in learning.
- 5.2 Summative records allow us to track and monitor children's progress. They are discussed in pupil progress meetings and passed on to the next teacher along with any other records that allow appropriate work to be planned for individual children or class.
- 5.3 Legal requirements
- To keep a curricular record on every registered pupil (i.e. "a formal record of a pupils' academic achievements, his other skills and abilities and his progress within school").
  - There must be a written comment, updated at least annually, on each separate core and foundation subject plus R.E. A general comment on progress should also be included. Parents have a right of access to this information.
- 5.4 Formal records that are kept should be manageable, easy to read and informative and be in line with GDPR regulations
- 5.5 How performance may be recorded.
- Curricular record – Teachers comments on how each child is progressing in terms of the National Curriculum using the Lancashire Key Learning Indicators. Teachers comment on other skills and abilities.
  - Scheme records – e.g. Progress through commercial schemes e.g reading books
  - Teacher's own records – e.g. spelling scores, guided reading notes
  - Notes on short term plans – e.g. in the evaluation, mentioning specific groups / children.
- 5.6 Coverage of the curriculum areas is recorded in teaching plans; curricular records are concerned with how well a child can perform a skill, understand a concept or information.
- 5.7 What use is made of the records?
- Day to day work in the classroom – formative assessment shows the teacher and the children themselves the next steps in their learning that is required. Diagnostic assessment highlights specific strengths and weaknesses which need attention.
  - Medium term planning – records will help the teacher and the school when planning the next half terms or terms work.

- Use of records by the next teacher – records are transferred from class to class as the child progresses through the school. Records are also passed from primary school to secondary school (in line with GDPR regulations)
- Schools evaluation of results – The school uses test results (end of KS tests, KLIPPs, BASE etc) to analyse and evaluate their standards for a variety of reasons, e.g. to monitor / evaluate achievement in a subject area. (late summer / early autumn)
- Annually the school will set targets for each child from Y1 to Y6 based upon prior attainment. These targets will be challenging to help raise expectations and to promote a strong ‘value added’ element.

5.8 For the records to be useful and effective the person receiving the records needs to know how they have been compiled and what the information really means. The person sending the records needs to know the type of information the receiving teacher needs and how s/he will make use of it. Teaching staff meet in the summer term, when the new class structure has been arranged, to go through records and discuss attainment, progress and needs of the children

## **REPORTING**

### **6.1 Legal Requirements**

It is the Head Teachers responsibility to ensure that the school sends out at least one written report every year at a time of the school’s choosing. Currently at Royles Brook, we send a mid -year and end of year report. The reports inform parents about their child’s educational achievements. At Key Stage 1 and Key Stage 2, SMSC development must be reported but this can be done in the general progress section. Reports must also include details of any unauthorised absences since the last report. Children who arrive at our school in the last half term of the academic year would normally receive their report form their previous school.

### **6.2 Parents’ Evening**

Parents’ evenings are held twice yearly to allow discussion of each child’s progress to take place. These encourage parents to become involved in their child’s learning by providing clear information on all aspects of progress and help to maintain a dialogue between home and school. Parents are encouraged to meet with teachers more frequently where there are specific concerns about progress or attainment. All parents are provided with an opportunity to discuss their child’s report after it has been sent out.

### **6.3 Baseline Assessment**

All children are assessed in the Early Years Foundation Stage within the autumn term using BASE and teacher assessment. This provides a clear baseline which shows where the child is starting from. Feedback is given from the teacher and key-worker to parents in the form of a discussion during the autumn term parents’ evening.

### **6.4 Early Years Foundation Stage Profile**

This is kept for all Early Years Foundation Stage children throughout the Reception year. Teachers and keyworkers fill this in using on-going assessments (2Simple) to give a clear picture of the children’s attainment in all seven areas of learning. Scores are reported to the LEA at the end of the summer term.

## **TRANSFER OF INFORMATION**

7.1 At Royles Brook the following information is passed on at the end of Reception, Year1 and Year 2:

- BASE results
- End of Year reports
- Medical information
- Admission form
- 3 pieces of moderated writing (dated and annotated) from autumn, spring and summer (Y1 – Y2)
- SEN information including I.E.P.s.
- KLIPPS

7.2 Assessment and recording should be free from stereotyping, generalisation and bias, particularly in relation to age, gender, ethnic origin, religious belief, social class and special educational needs.

### 7.3 Transfer of Information Between Schools

The Head Teacher is responsible for reporting to receiving schools within 15 school days of the pupil ceasing to be registered, or within 15 days of receiving a request from a new school.

7.3a The receiving school should receive the following as a minimum:

- The results of any National Curriculum tests, statutory tests in the core subjects of English, Maths and Science by subject and attainment targets for all previous Key Stages stating the years in which assessments were made, including assessments at previous school.
- The latest teacher assessment of the pupil's progress in all attainment targets in the core subjects since the last statutory assessment, or since the pupil arrived in school, whichever is the most recent.
- If a pupil has been registered at a school for less than four weeks there is no need to send a report. However, any records from previous schools should be forwarded.

7.4 Transfer of information at the Early Years Foundation Stage: Records may be passed from Nursery to school when children are starting their Reception year. Foundation Stage teachers also meet with new parents to discuss their child. Early Years Foundation Stage profiles are passed to the Year 1 teacher along with their school record.

7.5 Transfer of Information from Key Stage 2 to Key Stage 3: The Year 6 teacher is responsible for the transfer of information to Key Stage 3 schools. Short meetings are generally held with Year 7 co-ordinators who visit the school to meet the pupils and to discuss specific problems or requirements of pupils who are transferring. All transfer of information must conform with our GDPR regulations and policy.

This policy is to be reviewed every two years unless new guidelines are introduced.

Miss V Lilley

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