

Whitby Heath Primary School

Excellence in a Caring Community



Assessment, Recording Keeping, Reporting Policy

Reviewed & Agreed by Governors		Oct 2016
Review		Oct 2019

This policy is in 3 sections addressing Assessment, Record Keeping and Reporting. These are outlined in one policy as they are interlinked and are a part of the process of learning.

1. ASSESSMENT

Assessment is a continuous process which is an essential part of planning, teaching and learning. It is finding out what a child CAN do, knows and understands. Assessment at Whitby Heath is a process that children and adults are engaged in.

There are two forms of assessment:

- Assessment for Learning (formative)
- Assessment of Learning (summative)

Assessment for Learning

This is assessment during the learning process in a lesson and involves Teacher Assessment of a child's understanding and knowledge and learning gained in the session. This assessment would be linked to the Learning Objectives and Success Criteria and inform the next steps required in learning.

Children are very much a part of assessment for learning with opportunities to self review or peer review. This at times is supported through a traffic light system. Children will place a dot to indicate how they feel they have understood the work and met their target.

Children may also use marking ladders when appropriate and also write responses to marking to indicate their level of understanding.

Opportunities for children to review and consider their learning as an individual or with a peer are regularly built into the learning activities, as well as designated times to 'Bridge The Gap'. This is supported by the 'Ticked Pink / Green For Grow' **aspect of our** marking policy.

Assessment for Learning data is collected through teacher observations, open and closed questioning, children's work, and approach to the activities, ability to reason and explain. The marking of work is a form of teacher assessment (see marking policy).

Assessing Pupil Progress

As a school we use the **National Curriculum learning objectives** to assess Reading, **Writing, VGP (Vocabulary, Grammar and Punctuation)**, Maths and Science. This is done continuously and is recorded and updated regularly by teachers on the School Pupil Tracker Online (SPTO).

Big Write Criterion Scale

This is used for assessing writing – one piece per half term used as an assessment piece and moderated. **Years 2 and 3 will also assess according to the expected standards.**

Curriculum Target Setting

Children's targets for Reading & writing are generated through the process of assessing pupil progress. These are recorded on SPTO and stuck into children's books. When a child has demonstrated they have achieved their target they will be assigned a new target. **In Maths the class targets are displayed on the learning wall.**

Assessment of Learning

This is assessment that takes place at the beginning and or end of a unit of work (science), at the end of a term or at the end of the year. This assessment is usually in a form of a 'class test' or more formal assessment activity. It identifies what the child knows.

A formal test may be used to establish a base line especially prior to the start of intervention work, and repeated at the end to show impact and progress.

Formal / Statutory Assessment

At the end of each half term formal assessments will take place.

Year 1: Formal testing in maths, **reading, VGP** and a Big Write assessment & Phonics check.

Year 2: Formal testing in maths, reading and a Big Write assessment. In the Summer Term the End of Key Stage 1 SAT are undertaken. These are a mixture of teacher assessment and formal testing and are reported nationally.

Key Stage 2: Formal testing in maths, reading and a Big Write assessment). End of KS2 SATs are undertaken by **Year 6**. These are tests which are reported nationally

Early Years Foundation Stage (EYFS 2)

We baseline children within the first 2 weeks of entry to our school, through both taking account of judgements made by the child's nursery/preschool, and considering our own observations of children within this timeframe. This includes observing children closely in their play, as well as more formal tasks carried out with the child to determine, for example, how many letter sounds and which numbers they are confident with.

During the year, children are assessed using 'Development Matters', whereby a child is attributed an age band for each of the 17 aspects (7 areas) of learning and development. **This is done continuously and is recorded and updated regularly by teachers on the School Pupil Tracker Online (SPTO).** Progress is summarised within the child's 'Learning Journey' through a series of photos and written observations of the child learning through play. More formal testing is adopted at various points of the year to support tracking of phonics and number recognition.

Target Setting

The school uses SPTO's 'Intelligent targets'. **Each target will be set so children are meeting expected standards and make better than minimum progress over time.**

[1] **A child currently working below ARE will have their target raised over time to meet ARE at a manageable pace.**

[2] **A child meeting ARE will be expected to improve their Depth of Learning Rating over a period of time.**

[3] **A child who is already working above ARE by showing greater depth of application will be expected to maintain and improve on this depth over time.**

Whole school targets are set for Y5 for their Y6 outcomes by Governors and Senior Leaders, using this, the schools tracking data and discussions with the year group teachers.

EYFS identifies a baseline and has a target of 4 points progress within our tracker on exit. For example, a child 'Secure 30-50 months' on entry would have a target of becoming 'Expected ELG' as an exit target.

Raise Online: Data analysis of attainment at the end of Key Stages

A document received each year from the Department for Education which is used by school to analyse attainment at the end of KS1 and KS2 and the Value

Added from KS1 to KS2. This analysis is undertaken by senior leaders and core subject leaders and is then reported to the Curriculum & Policies Committee. This data is used along with our own data analysis processes to identify areas for development and trends in the schools attainment and progress. Attainment & progress are also reported termly to the Full Governing Body through the Head Teacher's Report.

2. RECORDING

As a school we have a tiered tracking system to ensure a clear picture of individual and cohort progress for English (Reading & Writing), Maths and Science. All data is recorded on the SPTO, which is then used as an in-depth analysis tool.

- **Individual Tracking:** This records the progress year on year of each child through their school career. Each individual will have an identified target indicating at least **3 tracking point** score progress.
- **Cohort Tracking:** This records the classes and year groups progress over a year, identifying the base line for each child / class / cohort and the end of year target as well as expected outcome at the end of the KS. In addition to this is a commentary indicating observations, reasons, concerns, interventions identified for any child off track, This is completed prior to / during the **half-termly** cohort meetings with DHT, HT & SENco.

Tracking of Vulnerable Groups

The SENco & DHT track the progress and attainment of groups of children within the school who are considered 'vulnerable'. This tracking identifies the number on track, off track or those exceeding expectation within the identified group as well as how far they are ahead or behind age expected levels.

These groups include: - Free School Meals, Pupil Premium, English as an Additional Language, Gifted and Talented, School Action, School Action Plus, Individual Pupil Funding/ Statement, Social and Emotional and Looked After Children.

Foundation Stage Tracking

We record on **SPTO** where our children are at baseline and then at the end of each term. Looking at where children are individually and as a class/cohort, we are able to identify interventions that need to be in place to support or challenge certain groups of children. We also highlight how our vulnerable groups of children are performing when compared to the rest of the cohort using **SPTO**. In particular, we do a detailed analysis of children in the aspects 'Writing', 'Reading', 'Number' and the area 'Personal, Social and Emotional Development'.

3. REPORTING

Autumn Term (October/ November) Formal Parent Teacher Interviews

Spring Term (March/ April) Formal Parent Teacher Interviews

Summer Term (June / July) Annual Written Report to Parents - parents may request a meeting with the class teacher if they wish to discuss the report further.

Formal Parent Evenings

During parent evenings discussions include sharing of the child's target for the end of the year and their progress toward these. These discussions may include information over possible interventions to further enhance progress if required. Discussions relating to the emotional, social and behavioural needs of the child will also take place.

Informal Meetings

At any time over a year both parents and staff may ask for a meeting to discuss progress, or social emotional behavioural concerns.

Special Needs Reviews and Individual Education Plans (I.E.P.s)

The Special Educational Needs Coordinator (SENco) leads and organises additional meetings for identified children. These meetings will be held at different points over the year, and may include various agencies.

Written Annual Report to Parents

All subjects are reported and include statements to indicate if the child is below, above or at national expectation for their age in the core subjects Maths, Reading Writing and Science.

Attendance is reported, including unauthorised absence.

A commentary on the child's attitude and approach to learning, as well as social, emotional and behavioural attributes, is also included.

In EYFS, we report to parents on whether their child is 'emerging', 'expected' or 'exceeding' in each of the 17 aspects. We include statements to inform parents as to what their child can do well or elements they can develop for each aspect. Children are also judged against the 'Characteristics of Effective Learning', which includes: 'playing and exploring', 'active learning' and 'creating and thinking critically', which are each broken down into 3 subsections.

Children's Own Report

Each year in the summer term the children write their own report to parents outlining what they have enjoyed and learned over the year. These are differentiated by age group. These reports accompany the teacher reports.

Learning Journeys

Each year group present a leaflet to parents in the Autumn term which outlines the themes and key learning that will take place each term.

EQUAL OPPORTUNITIES AND INCLUSION

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereotyped or biased expectations. There must be equality for those who do not have English as their first language and for children from different learning backgrounds. Analysis of assessments will take place and include gender differences, and smaller represented groups such as Free School Meals, Pupil Premium, more able, SEN, etc in order to inform teaching and learning.