Haynes Lower School & Nursery

Assessment Recording & Reporting Policy

Policy Review:

This Policy will be reviewed every 3 years.

Reviewed	**March 2024**
Next Review	**June 2027**

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:
"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" Assessment for Learning: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To promote high quality learning in all pupils
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Haynes Lower School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Teachers work closely with the Head Teacher and Assistant Head Teacher to ensure progress is being monitored closely throughout the school. Summary Reports are presented to the Governors through the Curriculum Committee and via the Head Teacher's Report to the Full Governing Body.

Key Features of Assessment at Haynes Lower School

Day to day In-School Formative Assessment

Assessment for learning focuses on how children learn and is central to classroom practice and planning. It is vital that, if children are to succeed as learners, they are clear about what they are learning. Each lesson requires a clear learning objective identified on all short term plans. The teacher will share this learning objective for the lesson and it is good practice to refer and reflect upon it at various points during the lesson.

Children must also be instructed clearly on how to achieve this learning objective, and success criteria must be given to show that they have achieved or exceeded it. Again, the very best practice involves the children helping to set this success criteria.

Throughout lessons, assessment is constantly taking place. Teachers should frequently check learning and progress throughout the lesson, e.g. how far pupils have come/ how far they are from achieving their learning objective. Mini plenaries give the teacher the chance to highlight outstanding progress, correct misunderstandings and develop further learning. It gives the children the chance to reflect on their own learning and adapt this accordingly. Time should be made at the end of the lesson for a final time of reflection where the teacher and children can both make assessments against the original leaning objective. These may be verbal, collaborative or written.

A range of day to day in-school formative assessments will be used including, for example:

- Using open and challenging questioning
- Discussions with children
- Pupil conferencing
- Evaluating lessons
- Pupil self-assessment
- Marking of pupil's work within the lesson

Written Feedback and Assessment (Marking)

Where possible, pieces of work should be marked with the child and suggestions for improvements made verbally and followed up instantly. All discussions should be based upon the learning intention for that session or the child's individual target.

In-School Summative Assessment

At Haynes Lower School, we use Target Tracker to assess and track the children's progress and achievement across the curriculum. This is updated by the class teacher periodically. Each year of Curriculum Coverage is broken down into 6 steps and the children are assessed against these steps.

Also, there are various periodic assessments within each Curriculum Area. These are individualised to the particular subject and are often altered according to the needs of the children and school as a whole.

National Standardised Summative Assessments

These types of assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and asses their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make sue of nationally standardised summative assessment to provide a starting point for OFSTED's discussions, when marking judgements about the school's performance.

A range of National Standardised Summative Assessments will be used:

- A baseline assessment for all Reception pupils within the first 6 weeks of their arrival.
- Completion of Foundation Stage Profile
- Phonics Assessment – Year 1 (and those in Year 2 who do not pass in Year 1)
- Key Stage 1 SATs

For children making the transition to our school from another school at any other time apart from the start of Reception, It is important to carry out a baseline assessment within the first two weeks of their arrival, so we have evidence to measure against. This will be in different forms depending upon the age of the child. As a guide, children joining all years should complete:

- a piece of writing which is marked and levelled.
- undertake an individual reading conference with a member of staff to establish their national curriculum level.
- a phonics assessment (if relevant)
- a piece of number work relevant to the year group

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be assessed and discussed with the Head Teacher and Assistant Head Teacher. This ensures consistent accountability. Pupil Progress Meetings take place 4 times a year. A grid showing progress and achievement using data from Target Tracker is produced beforehand by the class teacher and is the main focus for discussion. From this meeting, children whose assessment requires deeper or individual scrutiny are highlighted and individual targets are set for the next meeting. Pupil Premium children are always discussed in detail on an individual basis.

Tracking

ALL pupils are tracked throughout the year and are discussed at PAM meetings. Focus groups are reviewed annually, but would typically include the following:

- Pupil Premium pupils
- SEN pupils
- More and Most Able Pupils
- Those who made less than expected progress in the previous year
- Those who are currently making less than expected progress.

Consultations & Reports

Parent Consultations take place during the school year to discuss general progress and agree targets or areas for development. Teachers are also available for informal consultation at any point during the year.

Autumn Term - a formal evening offers parents the opportunity to discuss how their child has settled into the new routines. Learning targets set by the previous teacher will be reviewed and new targets set. A target sheet is sent home with suggestions of how the child's target can be supported at home.

Spring Term – offers parents a formal opportunity to discuss their child's progress so far, to review the targets set at the previous meeting and set new targets. A new target sheet is sent home with suggestions of how the child's target can be supported at home.

Summer Term –At the end of the year, teachers use their records to report the year's progress to the parents. Reports are written for each curriculum area, including attitudes to learning. The report summarises if the child is below, working within, secure or exceeding their year group expectation in each curriculum area. There are also individualized comments for English and Maths. Parents are also asked to comment, using a form generated by the school office, sent to all parents/carers. Copies of all the reports are kept in files on the school's secure drive. Results of any National Standardised Summative Assessments will be included with the end of year report.

Teachers are available to discuss the contents of the report if parents wish to. An informal afternoon is also provided to allow parents to come and meet their child's new teacher for the next academic year.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of Target Tracker will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. Target Tracker will ensure that best practice is shared and the school will endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

School staff will be involved in moderation of their assessments on pupils in the following ways:

- The school's assessments of pupils will be moderated within school and between the local cluster of schools
- The school's assessment of pupils will also be moderated by the Local Authority, when instructed, in Years R, 2 and 4.