

Woolenwick Junior School

Assessment, Recording and Reporting (ARR) Policy V1

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| Policy Name | Assessment, Recording and Reporting (ARR) Policy |
| Created by | MC / MK |
| Responsibility of | School Improvement Committee |
| Reviewed by | |
| This Review Date | |
| Next Review Due | January 2020 |
| Cycle | 3 years |
| Ratified by Governing Body by committee | Feb 2017 |

Version History

| Version | Amendments | Date | Author |
|---------|-------------------|--------------|--------|
| V1 | Original document | January 2017 | MC |

Our Philosophy

Assessment provides information on an individual child's experience and achievement for themselves, their teachers, their parents and a range of other people. The purpose of assessment is to provide detailed information about pupil's attainment so that the future learning can be targeted appropriately and students helped to make progress.

Aims and Objectives

Effective Assessment will enable teachers to;

- Track the progress of individual pupils or groups of pupils
- Identify patterns over time where there are many small steps in developing pupils knowledge and skills
- Adapt activities to match learning needs and style
- Give pupils feedback on performance
- Confirm end of year and statutory end of key stage assessments
- Set individual and group targets for improvements
- Discuss pupils progress with pupils and their parents

Effective Assessment will enable schools to;

- Review the range of attainment of children at different ages
- Monitor children's rate of progress
- Evaluate the effectiveness of different teaching strategies
- Ensure progress for different groups of children
- Highlight strengths and weaknesses in a schools curriculum

Roles and Responsibilities

Governors

- It is the Governors Responsibility to ensure that the school has an ARR Policy that supports the teaching and learning at the school.

- They should monitor its implementation through reports from the Headteacher, SLT and English and Maths Coordinators
- The Governors should scrutinise assessment data to ensure appropriate targets are set for continued, sustained school improvement
- The Governors should ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

The Headteacher

- The Headteacher is responsible to ensure that Assessment, Recording and Reporting at the school is manageable, consistent and has a positive impact on children's learning
- The Headteacher should be responsible for the implementation of the policy and should monitor its implementation through regular scrutiny of children's work, assessment data and target setting information
- The Headteacher should ensure that the assessment data collected should be used to identify targets that ensure sustained and continuous school improvement
- The Headteacher is responsible for the redrafting of the ARR Policy

Senior Leadership Team and the English and Maths Coordinators

- The Senior Leadership Team and the English and Maths Coordinators along with the Headteacher are responsible for the effectiveness and implementation of the ARR Policy.
- It should form a regular part of their monitoring schedule and they should provide reports for the Governors on the effectiveness of the policy

Teachers and Teaching Assistants

- It is the responsibility of the teachers and teaching assistants to implement the ARR Policy and follow the identified guidelines.
- They should ensure that children's work is marked appropriately, positively and within appropriate timescales.
- They should provide work for scrutiny by the SMT and the subject coordinators

Organisation of Assessment

Assessment should;

- Be manageable
- Promote learning
- Be appropriate
- Involve pupils
- Motivate pupils
- Reward effort
- Be understood by all
- Ensure consistency
- Be integral to curriculum design
- Help parents be aware of children's progress

Managing Assessment

It is impossible and undesirable to assess everything at once, it is essential to decide on criteria for assessment. Assessment should be valid, reliable, manageable and fit for purpose.

Teacher's should:

- Assess less/ assess better
- Set achievable targets
- Record information appropriately
- Think about who is best placed to complete the assessment
- Think about the right type of assessment matched to learning outcomes
- Use a 'fit for purpose' approach
- Use a wide range of techniques for assessment

- Only record the most appropriate information that will help to promote learning.

Formative and Summative Assessment

Definition:

Formative Assessment is integral with learning and takes place throughout learning. It provides 'feedback' i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness, also on strengths and potential. For pupils, it is a form of positive attention and encouragement and an important ingredient of motivation. The more immediate the feedback, the more useful the information. It is important in the shaping of future learning experience.

Summative Assessment is concerned with the final summing up such as Statutory Assessment Tests (SATs) that are taken at the end of Key Stages and annual reports. The results of this process have a wider audience and are often published as school statistics.

Short Term Assessment Recognises, rewards and reports on pupil progress against the success criteria of a lesson

Medium Term Assessment Monitors pupil's progress against National Curriculum levels of attainment

Long-term Assessment Annual summative tests validate teacher assessments. Formal reporting of progress to parents and to the next teacher and/or schools

School Record Keeping

Records of pupil's attainments will be kept to enable teachers to

- Identify pupil progress over time and identify new targets for improvement.
- Records may include information on personal, moral or spiritual development or academic achievement
- Record and set targets for pupils progress against Age Related Expectations (using Herts for Learning's Assessment Manager 7 software package) in the core subjects.
- Help the child and their parents understand how well he/she is progressing
- Inform the child's next teacher/school
- Inform school and subject leaders about the standards of attainment in the classroom
- Parents have access to all records that the school keeps on a child, except for child protection issues. All records should be made available within 20 working days. The school will follow HCC guidelines on the disclosure of school records.

Class teacher Record Keeping

- Class teachers may keep their own private records to help them make decisions about children. These are not open to disclosure. Records of pupil's attainments will be kept to enable teachers to make decisions about a pupil's performance and identify future targets for improvement.
- Review the work done to inform the planning of future work
- Record a pupils' progress against the National Curriculum Age Related Expectations in the core subjects
- Record incidents of significant behaviour through the online recording system CPOMs

Assessment and Recording

Herts for Learning Assessment

In order to ensure that our assessment system is rigorous and consistent across the school we use a system devised by Herts for Learning. This provides assessment grids containing the learning content for Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Maths for each year group.

Children's performance is measured against the learning grids for their age, and judgements made based upon how securely they have learned the content against the National Curriculum Age Related Expectation for that year group.

Each year's grid has steps that describe how secure the pupils are with the age related expectations. These steps are described as follows:

| Entering | Developing | Securing | Mastering |
|---|---|---|--|
| Evidence of a few aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent) | Secure in many aspects of the criteria – up to about 60% | Secure in most of the criteria – more than 60% and up to about 80% | Secure in all, or almost all , of the criteria (and most likely showing 'glimmers' of the next year's criteria) |

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use tracking grids based on Assessment Manager 7 for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths.
- Teachers are expected to ensure that children make a minimum of three steps progress in a year. For key, focus children this would be greater than 3 steps to ensure accelerated progress. Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests (including Rising Stars, Headstart Primary for Maths and Literacy Assessment toolkit) may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- Assessment Folders contain a record of the progress made by children throughout their time at Woolenwick Junior School.
- The SEN Register and Provision Map ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Pupil Progress Files are kept for each class to record progress and identify under-achieving pupils. Children who are broadly or below ARE are identified as focus children and are set targets with actions to support accelerated progress and to make minimum sufficient progress in reading, writing and maths either as individuals or groups.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts
- Pupil Progress Profiles and APP-based tracking grids for reading, writing and maths are kept by each class teacher in the class assessment folder, which is passed on to the receiving teacher at the end of each academic year. In addition this information is available to teachers on the network (Teachers drive, Assessment folder).

Children working outside of their Age Related Expectations

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. Herts for Learning Assessment can also be used to determine at which chronological point in the curriculum the children are working at.

As with all children, pupils with SEND should be set targets that reflect their individual needs. They have a learning passport which details specific targets for them to work towards. Any assessment of their progress should take account of achievement against their learning passport targets. Children with SEND can also be assessed in regard to their progress within particular learning interventions that take place across the school such as Word Wizard, Sprite, Big Maths and Read, Write Inc for Maths and Reading.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests (including Rising Stars, old SATs papers and Headstart for Primary Maths) are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths. These results are used to help decide where children are within the assessment framework (See Appendix 2).

Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling through APP and pupil progress. Teachers also meet in year groups or across year groups to analyse children's work against National Curriculum level descriptors. During the summer term, Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and local authority moderation.

Reporting

Reporting to parents and other stakeholders is a statutory obligation. Assessment and record keeping will be the basis for all reporting.

Reporting to the LEA, DfES and other Stakeholders

Performance in the Statutory Assessment Tests (SATs) will be reported to the LEA and DfES.

Reporting to Parents

Annual Reports will include;

- A brief description of the areas studied in each National Curriculum area
- An indication of a pupils progress in each of the areas
- Realistic targets for improvement
- Details of general progress and social skills
- A summary of attendance record since the last report
- If appropriate – information of End Of Key stage results
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Parent Consultation Evenings will be held during the Autumn and Spring Terms, during the Summer Term parents will be given an opportunity to discuss the Annual Report.

Parents are encouraged to speak to their child's class teacher informally at other times if they have concerns about their child's learning.

Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking Policy
- Curriculum Policy

Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a school Assessment File.

Appendix 2: Assessment materials, tools and tests:

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| <p style="text-align: center;">Reading</p> | <ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Guided Reading Records • Running Records • Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) • Teacher planned comprehension tests/activities • Rising Stars Reading Test • Sample SATs and past SATs papers (Yr 6 only) • CGP test materials (Yr 6 only) |
| <p style="text-align: center;">Writing, Spelling, GPS</p> | <ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words;) • Results of class tests (e.g. weekly spelling tests) • Oxford Owl Spelling Scheme • Rising Stars GPS tests |
| <p style="text-align: center;">Maths</p> | <ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Results of class tests (e.g. tables tests) • Headstart Primary Maths test • Sample SATs and past SATs papers (Yr 6 only) • CGP test materials (Yr 6 only) • Big Maths CLIC and Learn It tests |