

Ridgeway Primary Academy

Assessment, Recording and Reporting Policy

At Ridgeway, assessment lies at the heart of effective teaching and learning. It provides a framework within which children's progress is monitored, feedback is given and teaching and learning strategies are modified. We recognise the influence assessment has on the motivation and self-esteem of our children.

This policy refers to:

- Assessment for learning – how teachers use assessment to inform their teaching of individuals, groups and their whole class
- Assessment of learning – how we make summative judgements on pupil progress and attainment

1 AIMS OF THE POLICY

1.1 To provide a framework for assessment which enables teachers to integrate assessment for learning throughout all aspects of teaching and learning. We want to personalise the curriculum to meet the needs of all children and to ensure that every child makes optimum progress. This policy should be read in conjunction with the Learning and Teaching Policy and the Marking Policy

1.2 We aim:

- To actively involve children in their own learning.
- To recognise children's strengths and areas for development.
- To help children develop positive attitudes to work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To recognise and address the needs of more able pupils as well as those who are under-achieving or who have special educational needs.
- To raise standards by setting year group and individual targets for pupils.
- To provide regular information for parents that enables them to support their child's learning.
- To assess the school's effectiveness in relation to national attainment.

2 ASSESMENT FOR LEARNING

2.1 Assessment for Learning - Formative Assessment

Formative Assessment is the day to day assessment for learning that measures the impact of teaching and informs subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies must underpin all

teaching and learning. (see **Formative Assessment in Action - Weaving the Elements Together - Shirley Clarke**).

2.2 Teachers must ensure that children understand clearly and unambiguously exactly what they are meant to be *learning* in each lesson (**clear learning objectives**) as distinct from what they are meant to be *doing* (context / task). Clear **success criteria** should be provided so that both teachers and pupils can evaluate the extent to which the learning objective has been achieved.

2.3 Teachers should plan **effective questioning** in order to evaluate and promote learning and critical thinking. Pupils must be given **high quality feedback**, both oral and written as appropriate in order that they understand clearly where they have succeeded, what they need to do to improve and what the **next steps** in their learning are. Pupils must be given time to make improvements in response to marking and feedback.

2.4 These principles of Assessment for Learning (AFL) should be integrated into teaching and learning:

- AFL should be part of effective planning for teaching and learning
- AFL should focus on how children learn
- AFL should be recognised as central to classroom practice
- AFL should be recognised as a key professional skill for teachers
- AFL should be sensitive and constructive because any assessment has an emotional impact
- Assessment should take account of the importance of learner motivation
- AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Learners should receive constructive guidance about how to improve
- AFL develops learners' capacity for self assessment so that they can become reflective and self-managing
- AFL should recognise the full range of achievements of all learners

3 ASSESSMENT OF LEARNING – SUMMATIVE ASSESSMENT

3.1 Assessing Pupil Progress

Summative Assessment takes place at regular intervals as the culmination to a period of learning. It evaluates the extent to which pupils have succeeded in achieving planned learning objectives.

3.2 From September 2015 the school will no longer use national curriculum levels to measure pupil attainment.

The new performance standards (PS) reflect what the average child should be able to do in each year group if the Key Performance Indicators (KPIs) have been mastered. The PS are not intended to be used as assessment criteria; rather, they are intended to be helpful for teachers to plan the next stage of teaching for individual children, because they highlight what an individual can (and by deduction, cannot) do. The PS also help in communicating to parents and carers the range of knowledge, understanding and skills that each child possesses.

The children's understanding will be measured against the Key Performance Indicators for each year group. They will be judged as being either

Emerging: With support is able to achieve the descriptor

Developing : is able to achieve the descriptor but not yet with confidence or complete accuracy

Mastering: Can confidently achieve the descriptor and is able to apply the learning in different contexts and different subjects. At the end of the year we will expect at least 85% of children in each cohort to show mastery of their appropriate descriptors.

Exceeding:

3.3 Summative assessments will take place throughout the year.

Reading: *To be agreed*

Writing – a half termly piece of writing

Phonics/ Spelling – a half-termly test

Grammar and Punctuation – a termly test

Maths – a test at the end of each unit of work

Science – a test at the end of the term or unit of work

Other subjects – a termly review of each pupil against the descriptors

3.4 In the Foundation Stage the children are assessed on entry using the new baseline. Children are then assessed at half term in each of the subsequent terms against the Early Learning Goals. Ongoing assessment contributes to the process allowing teachers and staff to build up a range of evidence about each child which helps to identify their next steps. This information is then used to produce termly assessments for each child. (see Foundation Stage Policy)

3.5 This progress data is recorded on tracking grids, so that progress can be clearly measured not only throughout the year, but also from key assessment points in a

pupil's primary career, eg from baseline, from end KS1 etc. Any slowing in progress can therefore prompt early intervention. Where a child is not on track to reach expected levels swift action can be taken. Careful and rigorous tracking facilitates identification of pupils with Special Educational Needs, **pupil premium, higher attaining pupils and other vulnerable groups** thus assisting effective personalisation for all pupils.

Additional tests will be given at the end of Year One to test pupils' phonic knowledge and to children who have special needs in reading comprehension, spelling and where appropriate Maths.

4 TARGET SETTING

4.1 The school sets targets for each year group to raise standards annually. These are based on at least 85% of pupils achieving the expected descriptors

4.2 We set targets for standards of attainment in maths and Literacy and these are detailed in the action plans for these subjects annually.

4.3 Each year group uses the school's tracking system (O Track) to set targets for individual children in reading, writing and maths in the Autumn term of each year. These targets are based on prior achievement and are set to reflect the school's drive to achieve good and outstanding progress.

5 RECORDING AND REPORTING

5.1 The pupils in each class are assessed against the new Performance Indicators. The assessments are done regularly (see 3.3) and pupil attainment will be entered onto O Track

5.3 Assessment information is shared with parents during the Parents' Meetings. Each class teacher predicts levels in Literacy and Maths and sets targets for improvement. These are given to parents at the meeting. Annual reports are sent home in the summer term. These indicate how the child has done against the Key performance Indicators. A reply slip for parent comments is also included with the report. In reports for children in Year 2 and 6 details are also provided of the levels achieved in the national tests.

6 MODERATION

6.1 Teacher assessment judgements are moderated in house at least termly.

Moderation staff meetings are held between teachers, at LA organised moderation

meetings and with colleagues in the Harborough Collaborative Trust . We plan to use national standards files when they have been produced.

7 ASSESMENT DATA

7.1 The school makes full use of data provided by the LA (Graph Packs and Sims Assessment Manager) and Ofsted's 'Raise on line' in order to have a clear view of the potential achievement of all pupils and how well this school is doing in relation to other similar schools. We aim to achieve at least as well as the very best schools in the country.

8 SCIENCE

8.1 Teachers will assess the children at the end of each unit of work against the National Curriculum objectives and will up-date O Track on a termly basis.

9 COMPUTING, RE AND FOUNDATION SUBJECTS

9.1 Teachers will assess against the key skills in each subject to provide a mechanism for rigorous but manageable assessment in foundation subjects. Each child will be assessed as either achieving, exceeding or below the expected level. The exception is Languages, where each child will be graded on attainment and effort in the end of year reports

10 MONITORING AND EVALUATION

10.1 This policy will be monitored by the Headteacher, Assessment Coordinator, the Leadership team, subject leaders and Governors, through lesson observations, scrutiny of planning, pupils work, assessment data and reports to parents. It will be reviewed by the Governors in line with all other school policies or in response to a change in Government legislation or school circumstances.

11 STAFF TRAINING AND DEVELOPMENT

11.1 All teaching and non-teaching staff are involved in the development of the school's Assessment policy .In order to maintain and develop the quality of our provision, staffs are encouraged to undertake training where appropriate.

12 COMPLAINTS

12.1 If there are any complaints relating to the provision for pupils with Assessment these will be dealt with, in the first instance by the class teacher. If the issues are not resolved parents/carers should inform the Headteacher. The Governing Body may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Reviewed October 2014

Date of next review: October 2015 (earlier due to new national requirements)

Appendix 1 **Assessment Policy (march 15)**

Written Feedback Policy

Work should be marked in green ink. Pupils in KS2 will use purple pen to make improvements

Effective marking should

- Relate comments to learning objectives, targets or success criteria
- Encourage a dialogue with pupils
- Provide comments and suggestions for improvements
- Help children to improve

Marking Code

Staff will use the marking code when marking all work. This should also be stuck into the children's book cover

Quick Mark - In every lesson

Pupils will self-assess against the WALT.

They will use a highlighting pen to indicate whether they think they have achieved (green), partly achieved (amber) not achieved (red). Teachers then indicate with a tick next to the highlight where they agree with the pupil assessment or indicate if they disagree and include an explanation of why as part of the written feedback.

In All Written Work

The teacher will mark all work against the expected literacy standards.

Writing : Developmental Marking – at least weekly

Teachers will do a more detailed mark on a longer piece of work. The children will self-assess or peer-assess against the success criteria. The teacher will write:

- A comment on how well they have achieved the WALT (Lesson Objective)
- A comment on whether they have been successful with their personal target
- IMP - A developmental comment– gives an opportunity for a child to improve their work

Foundation Stage and Year One – Marking Symbols

Children will use the symbols as a reminder of how to improve their work. As they become better readers then developmental marking will replace the symbols and by Y2 all children will using developmental marking (see below)

Maths – at least weekly

Each child should have one piece of focused marking in Maths each week
WALT (Learning Objective) highlighted and teacher ticks if agreed or amends
Teacher comment relates to the WALT

Teacher will use “**Show Me**” to identify the improvement comment.

Where a child has not achieved/fully understood the WALT (Learning Objective) the teacher will provide an example for the pupil to practise

Where a child has achieved the WALT the teacher will provide feedback that will challenge the pupil

Topic

Teacher comments will relate to the WALT

Literacy errors will be corrected

Teachers will provide opportunities for the children to make improvements where appropriate

Making Improvements

Children must be given time to make the improvement and there should be evidence in their books that over time this has led to an improvement.

Opportunities to make the improvement may be as part of an independent activity, during guided work or at the start of a subsequent lesson.

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