

# Policy for Assessment and Reporting

## Helmingham Community Primary School

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Date: September 2015

Approved by: .....

Date of approval: .....

To be reviewed September 2016



## **Introduction**

“Assessment is the judgement teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.” OFSTED

We believe that effective assessment is integral to high quality teaching and learning. It helps ensure that our teaching is appropriate and that learners are making at least expected progress. We give our children regular feedback on their learning so that we can celebrate success and ensure they understand what it is that they need to do to improve. This allows us to base our teaching on a detailed knowledge of the children.

## **Aims and Objectives**

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help our children understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of the children.
- To provide termly information for parents that enables them to support their child’s learning, provide information about how their child and the school is performing.
- To provide the Head teacher and Governors with information that allows them to make judgements about the effectiveness of the school.

## **Assessment**

We recognise that assessment is a vital element of careful curriculum planning and that it has 4 purposes:-

- Diagnostic i.e. determining knowledge, skills and possible weaknesses
- Formative i.e. providing information that assists further planning
- Summative i.e. summarises individual pupils overall attainment and progress
- Evaluative i.e. providing information about teaching schemes and methods, about the suitability of resources and in service training.

The methods for collection and interpretation of data we use include:-

- Agreed marking and feedback procedures that include the pupil and time given to respond to marking, verbal feedback. (Marking Policy)
- Agreed and informed setting of targets, to be agreed by the class teacher with consideration being given to Assessment for Learning.
- Observation of work and children both inside and outside the classroom.
- Oral questioning and recording of answers
- Through observation of problem solving and specific investigations.
- By application of specific tests ie DfE assessment requirements, NFER

Our data tracking system, Pupil Asset, will be updated termly and assessments discussed with staff as part of our pupil progress meetings.

## **Our method of assessment**

We use the outcomes of assessment to check and support our teaching standards and help us improve.

Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools and national expectations.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

We make judgements against assessment criteria which are derived from the school curriculum, which is composed of the National Curriculum and our own curriculum.

Assessment judgements are moderated in school and by colleagues in others schools to make sure our assessments are fair, reliable and valid. *These will be carried out termly*. The school takes part in statutory moderation as requested.

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year and recorded on a tracking system (Pupil Asset).

Where a pupil is assessed as achieving the expected standard and exceeding the expected standard we provide more challenging work that addresses both breadth and depth of learning.

The progress of all pupils, including disadvantaged groups, is tracked by staff and, if required, booster interventions put in place to ensure gaps are closed between them and the age related expectations.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

## **Peer and Pupil Assessment**

Our aim is for pupils to have full ownership of their work and be able to assess their own work and identify the next steps for learning (with guidance from the teacher). This may be through

- Pupils working with teachers to identify the success criteria they are working to
- Peer marking and editing that directly links to the success criteria (using strategies from the marking and feedback policy)
- Pupils questions and comments that directly links to the success criteria
- Pupil reviewing success criteria
- Teachers talking to pupils

## **Early Years**

The school carries out a baseline assessment when children enter reception. This is reported to the DfE. The school uses the EYFS profile to assess Reception children throughout the academic years. Records are updated termly through planned and incidental observations. The relevant data is reported to the LA and DfE.

## **SEN**

Individual targets are set out in a pupil's Individual Education Plan and Provision Map. Progress towards achieving these targets is monitored termly and achievements are used to plan the next steps of learning. Attainment is recorded using both qualitative and quantitative assessment, as appropriate. SEN pupils or those at risk of underachievement are highlighted by Pupil Asset tracking and assessment and early intervention applied where appropriate to do so.

Informal and formal discussions and consultations take place amongst school staff. Planning for pupils with SEN is directed by the teacher.

## **Reporting**

### **Parents**

All parents are invited to school for an induction meeting before their child enters Reception.

All parents are invited to a consultation evening in the Autumn and Spring Terms to discuss how their child has settled, targets for the coming year and their child's progress.

Parents of pupils with SEND attend a termly review meeting to discuss progress and targets.

Parents receive a termly written report on their child's attainment and progress so that teachers, pupils and parents are all working together to raise standards. Towards the end of the Summer Term, parents receive a full written report and an invitation to discuss this with the child's teacher.

Additional appointments to discuss individual children are available on request.

#### **Local Authority and Department for Education**

Statutory data is returned to the local authority or Department for Education as requested. This includes Reception baseline, end of key stage 1 and 2 attainment and phonics screening outcomes.

#### **Monitoring of this policy**

The head teacher and governing body will monitor the application of the policy on an annual basis, and amend as necessary.