WINGROVE PRIMARY SCHOOL

Policy and Guidance for

Assessment, recording and reporting of achievement.

Subject Leader: Jackie Jordan
Date formulated: July 2016
Approved by GB:
Date Reviewed: December 2018

Key principles
Assessment is the judgement teachers make about a child's attainment based on the knowledge gained through techniques such as observation, questioning, marking pieces of work and testing. (SCAA 1994)
Assessment is an integral part of the plan, teach, assess, record model operated throughout the school. It is undertaken both formally, informally, with summative and formative information recorded carefully using agreed school systems.

Aims
1, To ensure that the school meets its statutory obligations in terms of the National Curriculum, and its assessment.
2, To assist the process of teaching and learning by providing summative and formative information. Summative: to establish what a particular child can do at a particular point in time. Formative: ongoing, day to day assessment of progress and achievement, in order that the next steps can be planned for.
3, To ensure that the school's aims for each child are met in terms of the development of high self-esteem, personal and social awareness and responsibility, academic achievement, curiosity and an eagerness to learn.
4, To provide definitive information on the progress, development and achievements of individuals, groups and cohorts, and the school to a range of people and agencies including; staff, parents, children, Governors, LEA, its officers and advisers, DfEE and Curriculum authority, Health authority personnel, prospective parents and members of the community.

Statutory Requirements
1, The publication of pupils' results in National Curriculum assessments at the end of each Key Stage. The information must be made available to the school's governing body and the Secretary of State and must be published in the school prospectus and annual report to the governing body.
2, The assessment of pupils in the National Curriculum tests at the end of key stages and Y1 phonics. At the end of key stage one in English and Mathematics. At Key stage 2 in Mathematics, and English, including Spelling, Punctuation and Grammar. At both stages, a teacher assessment must be made in English, Mathematics and Science.
In EYFS each child is assessed against 6 main areas of learning to include 17 ELG(Early Learning Goals)
3, The keeping of records on every pupil, including non-core subjects as the child progresses through the school.
4, Written reports annually to parents including information on pupil progress in all subjects and activities as part of the school curriculum.
Written proformas are also completed 3 times a year by teachers in yr1 -6 with details of attainment in Reading, Writing and Maths against ARE (Age Related Expectations); Information must also be included on attendance and performance in National Curriculum tests.

Recording and reporting
When the children enter Nursery and Reception, they are observed for the first two weeks to build up a picture of their starting points. This information is known as the Baseline Assessment.
On the development matters, their starting points are highlighted in pink. From then on both formal and informal observations are continued and each child has these areas of development highlighted in term colours at the end of each term. This information is also recorded onto the council tracker, termly. The children's phonic knowledge is also recorded on the tracker.
At the end of the Foundation Stage, the children are marked against the Early Learning Goals. They will either achieve 1 Emerging 2 Expected or 3 Exceeding.

Throughout years 1-6 children are formally assessed each term – using an appropriate combination of FSP , APP (Assessing Pupil Progress) grids and procedures, optional and statutory standard attainment tests.
Yr 1 and some Yr 2 children also complete a phonics screening test in June each year.

Assertive Mentoring
From September 2014 all children in Y1-6 will have an individual file containing targets, records of progress following assessments and information relating to attitudes and behaviour as well as information on homework, attendance and punctuality.
Every 6 weeks the teacher will hold group meetings with children in their class to discuss and review performance, attitudes and behaviour and progress in English (Reading and Writing) and Mathematics. This information will subsequently be shared with parents at parents' evenings.

Continuous assessment
This is an integral part of the teaching and learning process. In action, it is a combination of the teacher's knowledge of the child gained from:

- the most recent formal assessment,
- APP
- Dialogue (including Assertive Mentoring meetings.)
- participation in lessons,
- application of the marking policy and resultant advice / feedback

Together with the teacher's in-depth subject knowledge, it informs the 'next steps' for teaching and learning

Pupil Progress Meetings
Each term year group teams, to include all teaching staff and TA's, will hold pupil progress meetings with the Headteacher and Deputy to discuss the progress of individual children in their year group as well as the general progress made by the year group as a whole.

Summative records
At the end of key stage: summative comments in individual subjects with national tests and teacher assessment results.

At the end of year: Summative comments to inform the next teacher. Evidence books for English, Assertive Mentoring files. Results on pupil tracker and in class records on the network and a network folder of examples of Computing work. Work will be levelled according to the NC level descriptors and APP and Assertive Mentoring stages. In years 3, 4 and 5 all pupils within the levels of the tests will complete optional SATs as well. These will be completed in February(from 2003) and June (from 2006) Copies of written reports to parents highlighting achievements will be given out. Updated skills grids for non-core subjects will also be completed and passed to subsequent year groups as each child has a Skills Passport.

Termly/Half-termly: significant progress noted. Evidence for Mathematics, Science and ICT added to books/folders, so that over time a full picture can be built up. Evidence for English will be either in the form of written evidence or reading comprehension test (agreement will be reached on the type of assessment at the beginning of an academic year). In years 1 and 2 (and for any child further up the school judged to be at that level) target books may be completed, especially with beginner EAL children. Spelling tests will be based on the Letters and Sounds scheme and will include weekly diagnostic spelling tests. These tests will also be undertaken in the Summer term of Reception.
Following each termly summative assessment (R-Y6), teachers are required to record the

outcomes for each child on the year group assessment proforma for each of reading, writing and maths. Outcomes are in P scales and Stages. This information is forwarded to LA Performance Monitoring Team as part of the pupil tracking process. Teachers also complete a proforma showing which children are attaining age related expectations in each of and in a combination of these subjects. These data sets are used to inform the overall Raising Achievement Plan for the year group and for intervention planning.

Daily/weekly: significant progress noted on selected few pupils, particularly those needing extra support or greater challenge. Notes made in record books/planning file accessible to learning support assistants. Staff will also record information in an intervention file. Notes, in addition, will be kept for after school booster groups.

Lesson by lesson: teachers written comments on work completed, in accordance with the school marking policy. Titles to children's work will be written in the form of the learning objectives. Marking will relate directly to the objectives for the lesson and will follow the school's agreed marking policy. Significant information will be noted in teacher/children's records.

All records passed on to the next class teacher before the end of term 3b.

Progress, development and achievement is reported to parents in a variety of ways, both verbally and written form. Parents are also given information about their child's current attainment in relation to age related expectation.

Parents are invited to three parents' evenings - one per term - when work is seen, progress discussed. At other times, parents are welcome to discuss any matters relating to their children's learning and school experience with staff at a mutually convenient time which is outside direct teaching hours. The Headteacher, Deputy Headteacher and The Pupil and Family Support Officer are also available, usually daily, at the beginning and end of the school day, or through an arranged appointment.

Parents are also invited to a year group meeting at the beginning of each year (sometime during Term 1A) to discuss specific year group targets and expectations. Resources are given to parents to support their work with the children.

Parents receive an annual written report, in the summer term, covering all curriculum subjects, social and general progress with achievement. At years 2 and 6 these are adapted to provide standard assessment information and comparative data.

Where a child has English as an additional language, pupils are assessed on entry to the school and regularly assessed there after using the Newcastle LEA profile, showing stages of language acquisition. These are put into operation and overseen by the Inclusion Manager. Any children taking extended holidays are also re-assessed on their return. They are also provided with work for the children to be completed during their extended absence.

Where a child is included on the Special Needs register of the school, agreed practices of communication, liaison and partnership described within the SEN policy are additionally put into operation and overseen by the Inclusion Manager.
The governing body of the school also reports on the progress and achievement of the school overall in its Annual Report to Parents.

Aspects of Formative Assessment
How teachers find out what the pupils have learnt is crucial. Different methods will suit different types of learning, the keys to effective formative assessment are:

- questioning
- listening to what pupils say
- observation
- written tests
- pupils' self-assessment

Teachers provide feed back through spoken comments to pupils and through written comments they make in the process of marking work (See marking policy).
Formative records will be kept in the form of day to day assessment of individuals or groups in lesson evaluations, record books and intervention group records. Formative records will also be kept in the Assertive Mentoring files.

Pupil Involvement
An important attribute to all learners is the ability to recognise their own achievements. To do this self-assessment skills are needed. The children will be given time to respond to the marking comments which will be evident in their books.
At Wingrove we are continually assessing our pupils and recording their progress in each child's individual passport detailing their skills, at the end of each unit.
(See Skills Passport).

To develop self-assessment skills teachers will:

- Share and discuss objectives with pupils with specific targets included in exercise books (taken from Assertive Mentoring materials)
- Make explicit the criteria for assessing work so pupils are clear about what they need to be successful
- Give pupils technical language to talk about their work
- Encourage pupils to talk about each other's work.
- Build in time for individual, group and whole-class reviews of work, including time for children to improve written work, following the teachers marking and comments.
- Sometimes allow pupils to mark their own work, before it is marked by the teacher.
- Involve children in the setting of half-termly targets for numeracy and literacy, in both reading and writing and personal targets (during AM consultations).
- Share the success criteria for the lesson with pupils e.g. WILF, Champion Charlie.

Developing Consistency
Ensuring that assessments made are accurate and consistent with external standards.
Teachers will become involved in agreement trialling the process by which teachers agree on:

- consistent standards for assessing pupils' work;
- the level of attainment judged against the national curriculum level descriptors;
- exemplar work for evidence books and folders.

Using Assessment Data
Data will be used to evaluate groups and school performance.

Formative assessment will be used to inform future planning.
Summative assessment, particularly end of year testing will be analysed and used to aid teachers in the setting of targets for groups and individuals.

Roles and Responsibilities
Responsibilities of the Assessment co-ordinator:
Arrangements for national tests and teacher assessments
Arrangements for school-based assessments, Optional SATs, Foundation Stage Profile
KS1 Phonics screening (in consultation with appropriate co- ordinators)
The implementation of Assertive Mentoring as a whole school system.
The completion of end-of-year records and their transfer.
Agreeing school practice in a regular review of policy
Advising colleagues on effective approaches to assessment in different subjects.
Advising upon the collection of work in evidence books/folders.
Reviewing pupils' work to monitor practice in marking.
Ensuring that lessons taught from analysis of key Stage test papers, both from national reports and school-based reviews, feed back into plans for teaching.
Summarising and evaluating information from baseline assessment, national tests and the school's own assessments to use as a basis for improvement plans and target setting.

Assessment timetable at Wingrove

To be inserted

Children working pre-NC
Age-appropriate assessments are carried out W1-8 using P scales for children who are not on the SEN list. They are expected to achieve 1 secure by the end of Y1. APP grids can then be used to assess children's levels in reading, writing and mathematics.

SEN children working pre NC are assessed using P scales. Each P level is the equivalent of one National Curriculum level. Children at P8 (highest P Scale) in Y2 should be Stage 1 secure by end of Y4 and Stage 2 secure by end of Y6 – this is expected progress. SEN children should make at least expected progress.

EAL children working pre-NC stage 2 are assessed using Newcastle's agreed EAL assessment scale (See *A Language in Common*). These follow a simple four step programme: Step 1, Step 2, Level 1 threshold, Level 1 secure. The P scale conversions are used for the purposes of the pupil tracker. These can be found on the school's network. Children who have EAL should not be assessed using P Scales unless they are deemed to have SEN.