

BURFORD SCHOOL



Burford School

Assessment Policy



ASSESSMENT RECORDING AND REPORTING POLICY

1 **Philosophy**

We believe that assessment is at the heart of effective teaching and learning and when it has an effect on planning and informs teaching, it raises standards.

In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

2 **Principles**

Assessment is based on and matched to clear learning objectives.

Assessment is shared with other teachers, pupils and parents.

In our school we seek to assess the pupils' learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the national Curriculum.
- Their wider achievements, both curricular and social.
- Their personal development.

In our school we give all children every opportunity to show what they know, can do and understand by:

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks.
- Considering the needs of all pupils.
- Developing a marking policy which ensures communication between pupil and teacher and consistency throughout the school.
- Stating specific success criteria for tasks.

3 **Purposes**

Effective assessment, recording and reporting will:

Enhance the learning of our pupils because:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching.
- Assessment motivates the pupils through success/achievement.
- Assessment highlights strengths and weaknesses together with strategies to manage them.
- Assessment provides reliable and credible information to support continuity and progression in the learning process.
- Assessment provides valid information to assist with setting individual pupil targets.

Aid and support the teachers in evaluating their teaching:

- Assessment indicates strengths and weaknesses in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme.
- Assessment indicates strengths and weaknesses in the teaching style (method)
- Assessment identifies pupils who require support and pupils who require extension.

Provide information for others:

- Pupils
- Parents
- Teachers and County advisers
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- LA, OFSTED and DCSF.

4 Types of Assessment

Formative assessment enables the positive achievement of pupils to be recognised and informs decisions taken about the next appropriate stage of learning.

Diagnostic assessment enables learning strengths and difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.

Summative assessment records the overall achievement of the pupil in an orderly way. This would finally be represented in an annual report to parents.

Evaluative assessment is the means by which some school work can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching methods and schemes.

Synoptic assessment is the means by which, usually at the end of the Key Stage, assessment covers aspects across the whole Key Stage.

5 Current Assessment Procedures**Foundation Stage Profiles**

To be developed for Reception children within their first year of school. Where appropriate, children will continue to be assessed against the Early learning Goals into the first term of Year 1. These children will typically not yet have achieved six points on the FSP in a given area. Children who are still not ready to be assessed against the national curriculum levels in the spring term of Year 1 will then be assessed against P-levels and where necessary, PIVATS. Evidence of pre-school knowledge and skills provide a starting point for school records and enable targets to be set. To ensure that the value added to each child's knowledge, skills and attitudes can be clearly assessed. (Formative)

Teacher Assessment

Assessment is a continual process and should be an integral part of the normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment should be incorporated in both medium and short term curriculum planning.

Examples of possible teacher assessments are:

- Discussion with an individual or group of children
- Observation of a specific task
- Supervision of a group involved in recording their observation, where specific knowledge is required to fulfil criteria eg written work/computation/drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.

Each child is assessed in relation to criteria given by statements for the programme of study of the National Curriculum or from the level descriptions. Evidence required for this assessment process will be a selection of the following:

- Work in a child's exercise book.
- Samples of work produced specifically for an assessment portfolio.
- A teacher's written, dated comment of a child's individual or group performance in an assessment situation. This relies totally on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.

Standardised and Commercial Assessment

- Optional SATs (Bucks Assessment team recommend the use of these) Years 3-5
- Key Stage 1 tasks and tests May–July – Year 2
- Key Stage 2 tests May – Year 6
- NFER tests, to include Reading, Spelling and Maths – Year 3 – 6
- Foundation stage profiles (Bucks Assessment team recommend the use of these)
- APP grids for Reading, Writing and Maths
- Bucks Assessment Grids for Science

Frequency of Assessment

The pupils' progress is monitored and tracked progressively against specific learning objectives as identified in the daily lesson plans; personal and social skills are continually observed. Summative assessment takes place half termly for reading, writing and maths with the results being entered onto the school tracking system. The results on the tracking programme then inform the class teacher's future planning.

6 Curriculum Planning and Assessment

There must be evidence of assessment in curriculum planning and how the evaluation of this assessment feeds in to daily planning to enable differentiation to take place effectively.

The success of the learning process is measured progressively by regular and ongoing assessment. Provision for assessment should be built into long, medium and short term plans as follows:

Long term plans. The school will have a long term curriculum overview which ensures coverage of all Programmes of Study and progress and continuity within each subject.

Medium term plans. These should show the learning objectives and outcomes for lessons; differentiated activities (can show possible differentiation); resources and assessment criteria or activities. Such plans can be an adaptation of QCA schemes of work.

Short term plans. These should show the learning objectives for lessons; differentiated activities; what/who to be assessed, evaluation of the assessment and key questions and vocabulary.

Assessment should also allow for the unexpected as well as intended activities. (The learning objective for the activity may be to know by heart facts for the 2 and 10 times table; a child may well demonstrate evidence of facts for the 5 times table as well).

7. Ensuring Accuracy and Consistency of Teachers' Assessment

A moderation process is required that ensures:

- discussions are held between teachers on a half-termly basis to decide what constitutes evidence of attainment;
- Moderation meetings are held within and across year group classes, key stages to ensure agreement of National Curriculum levels and expectations across the school;
- agreement trials are held within the school and between schools – National and LA exemplification materials are used to assist this process;
- Individual pupil portfolios of moderated work provide a reference document for all teachers in the school. These are collated within KS1, LKS2 and UKS2.

8. Target Setting

Targets are negotiated by pupil and teacher to ensure that personal, social and emotional achievements, organisational skills, self discipline and attitudes are considered alongside the academic achievements of each individual child.

Such achievements are recognised in several ways, for example:

- by praise and encouragement
- by awarding stars and stickers
- by awarding prizes and certificates
- informing parents

Targets can be set for different groups, for example:

- Individual Pupil Targets – can be social/behavioural but must include academic targets (based on diagnostic, summative and formative assessment)

- Group Target Setting – example, one group may be targeted for full stops (based on formative assessment) which take the form of curricular layered targets
- Cohort Target Setting – based on analysis of summative and evaluative assessment)
- School Target Setting – should be based on all of the above.

9. Recording and Tracking

Record keeping and assessment provide the mechanism through which teachers can focus on the needs and attainment of each child. It is essential that the information recorded should be absolutely necessary, relevant and useful. Each assessment for Reading, Writing and Maths is recorded in the school's tracking programme by the class teacher and highlighted to indicate if the child is on track to achieve their target. (See Appendix 1 for Highlighting key). These results are monitored by the assessment coordinator on a half-termly basis to identify groups of children who may require specific intervention (SEN, children making slow progress or G&T)

The recording process is based on evidence from:

- observation
- listening
- questioning
- selecting examples of pupils' work
- marking
- setting tasks/tests

We keep records:

- to record the pupils' progress and ensure that the curriculum plans guarantee continuity and progression through the programmes of study from class to class;
- to provide teachers with information which enables plans and schemes of work and the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- to provide information when pupils change to a different phase of schooling or move to another school;
- to provide feedback to pupils as well as forming a basis for discussion about their strengths, weaknesses and areas for future focus;
- to provide evidence which will be used as a basis for discussion with parents about the attainment and achievement of their children;
- to provide material to be used in discussion with governors, the LA, OFSTED, DCSF and other outside agencies about the overall performance of groups of pupils of the whole school.

Examples of Records

- Curricular Targets. Teachers' records of pupils' targets are displayed in the classroom and these are updated as the children achieve them.
- Children are encouraged to take responsibility for their own targets. Class targets are also set for behaviour and PSHE and can be displayed in the class. A pupil should have no more than 3 targets at any one time. It is important that other work is acknowledged as well as targeted work.

- Daily and weekly plans, termly plans, yearly plans.
- Individual detailed records of progress in specific subject areas – teachers' own records, school tracking programme.
- Summative records of attainment for each child, to include a copy of Annual Report to Parents and the National Curriculum Level the child is currently working on for Speaking & Listening, Reading, Writing, Maths and Science.
- Summative whole school records of attainment in National Curriculum subjects at the end of each Key Stage.
- Comparative results/data to indicate whole school performance (PANDA).
- Entry profiles, ie Foundation Stage profiles
- Formative records of attainment in pupils' Assessment Portfolios to consist of at least one half termly piece of written work from English, Maths and Science. Each piece will be annotated, levelled if appropriate and dated. Pieces of assessed work for other subjects can be added throughout the year. We consider pupils' class work books to be portfolio material to demonstrate progress and attainment and to be used in discussion with pupils and parents.
- If using individual portfolios or assessment books they should be updated as appropriate to ensure that samples of work relating to current levels of achievement are kept. Wherever possible the pupil should be involved in this process of deciding appropriate work. Work that is no longer required should be returned to the pupil.
- The following assessments should be retained until the end of Year 6:
 - i. Foundation profiles
 - ii. End of Key Stage 1 test papers. Optional Year 3, 4 and 5 test papers.
- Tracking sheets are used for recording individual pupil's attainment on a half termly basis to enable teachers to track children's progress across the year and inform their assessments at the end of the year. The final assessment given for the child at the end of the year is then entered into the school tracking program as points. This enables the school to analyse the pupil's progress, make forecasts based on knowledge of previous attainment and set accurate, challenging targets for the pupils and cohorts.
- All systems and processes must be manageable and useful.

10 Reporting

The education of the pupils in the school is considered to be a three way partnership between parents, pupils and teachers. To support this, regular opportunities, both formal and informal, are provided for the pupils' progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Termly consultation evenings where parents are offered a time for personal discussion with the teacher.

For example:

Autumn to talk about pupils' annual targets and progress;

Spring to discuss targets and progress and assist parents with

understanding the targets;

- An annual written report by the class teacher to the parent detailing the pupil's progress as well as record the set targets, achievements and other activities. The report can also set out general comments on attitudes and behaviour. This includes a pupil's page (self-evaluation). Teacher assessments for the end of the year are included in these reports for S&L, Reading, Writing, Maths and Science.
- At the end of the Key Stages additional information must be provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information must also be provided at this time.
- A summary of school results is made available to governors, LA, OFSTED and DCSF according to statutory regulations.
- The School Prospectus contain the above information and serve to inform the wider public.

11 Monitoring

The process of monitoring and evaluating the curriculum is the responsibility of curriculum co-ordinators for their subject area assisted by the assessment co-ordinator.

For the core subjects the following process enables monitoring to take place:

- Annotated work samples illustrating the range of ability in each class are examined and moderated by teachers from both key stages;
- co-ordinators select an appropriate selection of examples for each level of attainment and mount them in a portfolio;
- the portfolio is available to all teachers for the purpose of moderating their own class assessments;
- the examples of work displayed in the portfolio should be updated as appropriate;
- Lesson observation;
- Scrutinising planning;
- Co-ordinators should mount displays of work for their subject to celebrate the good work done by the children and promote interest and enthusiasm in the achievement of high standards;
- co-ordinators collect 'key' examples of work to illustrate progression;
- subject assemblies by year group/form group, whereby teachers and pupils celebrate work that has been undertaken in class.

Our school aim is for every pupil to achieve his/her own potential. By assessing, monitoring and evaluating the work we do, as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However, the assessment process must not detract from valuable teaching time. If assessment is an integral part of the teaching process, pupils are experiencing a teaching and learning environment in which they are able to achieve a potential that is under constant review.

APPENDIX 1

Colour coding for Assessment Tracker:

Rec:

Autumn Term:

GREEN: Children who are 3 goals or less from their target

RED: Children who are more than 3 goals away from their target

Spring Term:

GREEN: Children who are 2 goals or less away from their target

RED: Children who are more than 2 goals away from their target

Summer Term (Half Term):

GREEN: Children who are 1 goal or less away from their target

RED: Children who are more than 1 goal away from their target

Summer Term (End of Year):

GREEN: Children who have achieved their targets

RED: Children who have not achieved their targets

Years 1 – 6

Autumn Term:

GREEN: Children who are two thirds of a level or less away from their target

RED: Children who are a level or more away from their target

Spring Term:

GREEN: Children who are one third of a level or less away from their target

RED: Children who are two thirds of a level or more away from their target

Summer Term (Half Term):

GREEN: Children who have achieved or exceeded their target

RED: Children who are one third of a level or more away from their target

Summer Term (End of Year):

GREEN: Children who have achieved or exceeded their target

RED: Children who are one third of a level or more away from their target

Please Note:

- If children achieve their target before the end of the year, please add a comment to note an increase in target. The target will then be adjusted accordingly by the assessment co-ordinator
- All information from assessment tracker should be printed off at the end of the year to be passed to the next teacher