



**GREAT MISSENDEN CHURCH OF ENGLAND
COMBINED SCHOOL**

ASSESSMENT, RECORDING AND REPORTING POLICY

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1 **Philosophy**

At Great Missenden School we believe that assessment is at the heart of effective teaching and learning. 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.

At Great Missenden 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.

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.

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
- L.A., 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 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 is presented in our 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 What assessment do we carry out in our school?

Early Years Foundation Stage (EYFS) Assessments

Assessment is recorded using the EYFS Profile. Assessment is made through continuous evidence collection of each child's progress and development. This evidence is obtained through samples of children's learning such as drawings and photographs observations; either incidental or planned.

Progress is recorded in the six areas of learning of the Early Years Curriculum; The Early Learning Goals.

- Personal, social and emotional

- Communication, Language and Literacy
- Mathematics
- Knowledge and Understanding of the World
- Physical
- Creative

Parent consultations are held for every child in Nursery to discuss their progress towards the goals. Parents are invited in to class on a half term basis to look at their child's learning journal.

Foundation Stage Profile

Evidence is formed by ongoing observations and assessments made by the class teacher and teaching assistants: The parents can also contribute. The profiles are completed over the course of the Reception year and then passed on to the Year 1 teacher. Parents receive a summary of the profile and a report and also have the opportunity to meet with the class teacher at a parents evening in the Summer term.

- Target specific children each week
- Short comments/observations
- Focused observations
- Assessments – both individual and group
- Annotated work
- Annotated and evaluated plans
- Photographs
- Termly phonic sounds and letter names
- Termly number recognition, formation and shape
- Reading records
- Writing assessment (Summer term)
- Individual targets
- Group targets

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 observations, where specific knowledge is required to fulfil criteria e.g. 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 from 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.
- 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

We use regular assessments across the school and record results to build up a picture of each child's progress. Tests include:

- The Suffolk Reading Score (SRS2) during the October Assessment Week, to track progression in reading ages and identify any children needing additional support.
- The British Spelling Test Score (BSTS) to track progression in spelling ages and identify any children needing additional support.
- CATs tests in Year 4, 5 and 6.
- Optional SATS in Years 3, 4 and 5.
- Key Stage 1 tasks and tests May – July
- Key Stage 2 tests May
- Foundation Stage Profile

Frequency of Assessment

The pupils' progress is monitored against specific learning objectives as identified in the daily lesson plans; personal and social skills are continually observed. Summative assessment takes place at clearly specified times.

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 by regular and ongoing assessment. Provision for assessment is built into long, medium and short term plans as follows:

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

Medium term plans. These show learning objectives for every lesson and make reference to national curriculum objectives.

Short term plans. These show the learning objectives for lessons; differentiated activities; what/who will 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

Our moderation process ensures:

- discussions are held between teachers to decide what constitutes evidence of attainment.
- agreement trials are held within the school and between schools, on training courses – National and L.A. exemplification materials are used to assist this process;
- regular moderation meetings are held between year groups and key stages to ensure consistency in levelling work

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
- recognition in our weekly “Brilliant Book Assembly”
- house points
- informing parents

Targets are set for different groups, for example:

- Individual Pupil Targets, set by the teacher through regular marking. These take the form of “TWO TICKS AND A WISH” from the teacher, to which the child is expected to respond. This “marking dialogue” ensures that children are aware of their targets and are actively trying to meet them.
- Group Target Setting – for example, one group may be targeted for full stops (based on formative assessment)
- Cohort Target Setting – (based on analysis of summative and evaluative assessment)
- School Target Setting – is 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.

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 L.A. OFSTED, DCSF and other outside agencies about the overall performance of groups of pupils of the whole school.

Examples of Records.

- Children are encouraged to take responsibility for their own targets. Class targets are also set for behaviour and PSHE and are often 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, mark books.
- Summative whole school records of attainment in National Curriculum subjects at the end of each Key Stage.
- Entry profiles, i.e. Foundation Stage Profile.

- Record of Achievement books are used in the Spring Term, providing an example and evidence of a child's ability in all subjects.
- The following assessments are retained until the end of Year 6:
 - i. EYFS Profile
 - ii. CATs score sheet and individual pupil sheet for Year 4 and 5 and 6.
 - iii. British Spelling Test and Suffolk Reading Scale.
- Tracking sheets are used for recording individual pupil's attainment on a termly, bi-annual or annual basis. 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 pupil.
- All systems and processes must be manageable and useful.

10 Reporting

The education of the pupils in this 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 pupil's 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:

Autumn to talk about pupils' targets.

- **Spring** to discuss the written progress report. This report details the pupil's progress and records the set targets, achievements and other activities. The report also sets out general comments on attitudes and behaviour.

The Spring meeting is optional, if feedback on the report is requested by the parent or the teacher. Parents are provided with a section in the written report to make comments which are returned to school.

Summer to discuss overall progress throughout the year.

- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DFE according to statutory regulations.
- The annual report of the governors and 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 Monitoring and Evaluation 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 are updated as appropriate;
- co-ordinators 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

Our school aim is for every pupil to achieve his/her own full 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.

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