

Assessment, Reporting and Recording Policy
September 2015

Principles

The school's policy on assessment is inseparable from its curriculum policies and they must both be seen as evolving processes, assessment informing curriculum planning to aid each child's learning. The policy is based on the development of similar assessment skills, techniques and practices progressing through the whole school, together with agreed ways of recording and reporting.

Aims

- To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers about their future planning.
- To ensure that assessment and recording is an integral part of the school's performance management system.
- To provide information to inform the school's strategic planning.
- To track individual progress.
- To communicate pupil's attainment and abilities to parents/carers, governors, teachers, other schools and to the pupils themselves.
- To measure pupil's performance against the statutory requirements of the National Curriculum.
- To involve pupil's in their own self-assessment
- To inform pupil's of what they need to do to improve.

Consistent, systematic, manageable and useful assessment.

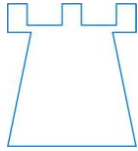
It is vital that our assessments are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows.

Involvement of children.

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development.

Children will:

- Be involved in and responsible for their own learning.
- Expect to know what they are learning and why they are learning it.
- Be able to explain what they are learning and talk about what a successful outcome will look like.
- Identify aspects of their work that they find easy or difficult.
- Contribute to developing success criteria.
- Use feedback from a teacher or a peer to make improvements in their own work.
- Use success criteria to identify successes and next steps in their own work and that of their peers.
- Understand where and how their current learning fits into the bigger picture.
- Think, learn and talk about HOW they learn and what helps them to learn.

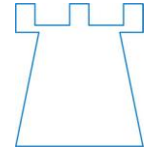


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- Ask and answer questions about what they are learning.
- Be able to discuss their personal targets and the progress they are making.
- Identify an aspect of their work that could become a personal or group target.

Assessment which informs planning.

Assessment is mainly formative; to guide the teacher in the next stage of the child's learning.

Formative assessment is a continuous process as children are developing all the time.

Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their short term planning. Assessment takes many forms, from observation of the children at work, the marking of a child's work, discussion with the child and their own assessment of their work.

We also summarise a child's achievement to inform the parents, the child's next teacher or the child's next school. This type of summative assessment is used at the end of units of work, at the end of the Foundation Stage and Key Stage 1 and 2 in the form of statutory assessments and in Key Stage 2 at the end of each year in optional Maths and English tests. It is also used for annual reports to parents, to set targets and to inform planning.

Guidelines.

Planning for assessment.

Teaching, learning and assessment are inter-related and so assessment forms a natural part of teaching and learning. It is also an integral part of our planning. We aim to ensure continuity and progression throughout school so identification of the kinds of assessment taking place is included in our short-term plans.

Assessment techniques.

In order to allow pupils to demonstrate achievement across the full range of curriculum objectives, we employ a wide range of techniques.

On-going classroom strategies by teachers and children may include:

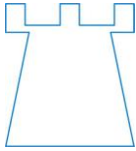
- Mind maps
- KWL – Knowledge we already have, **W**ould like to have, **L**earned.
- Self assessment based on learning objective.
- Peer assessment based on learning objective.
- Marking (more detail given in our marking policy)
- Review of targets set through marking
 - Discussion with children aware of next steps (targets) in own work and shown how to improve (personalised learning).

Methods of teacher recording

Formative assessment (assessment for learning)

Foundation Stage and Key Stage 1.

- On-going observational records
- Provision maps
- Class records – guided and individual reading etc.

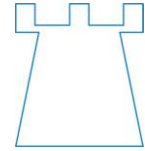


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- Notes on medium and short term planning.
- Comments made as a result of marking.

Key Stage 2

- Provision maps
- Class records – guided and individual reading etc.
- Notes on medium and short term planning
- Comments made as a result of marking.

Summative assessment (including statutory assessments)

Foundation Stage and Key Stage 1.

- Foundation Stage Profile on entry and at end of FS.
- EYFS Development Matters tracking
- Half Termly writing assessments
- Termly reading and maths assessments
- Year 1 phonics check
- Year 2 statutory assessments

Key Stage 2.

- Half Termly writing assessments
- Termly reading and maths assessments
- Optional tests at Years 3, 4 and 5
- Statutory tests at Year 6.

Assessment records

Each teacher keeps a record of the assessment results for the pupil's in their class and they are responsible for updating O'track records.

Mapping grids of end of year assessments are produced and updated on a termly basis.

Each unit of work in our medium term plans has learning objectives, possible teaching activities and learning outcomes identified. Expectations for the end of the unit are identified for three groups of children – those that most children will meet, those for some children who will have progressed further and expectations for children who have made less progress.

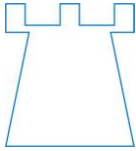
Personal Folders

These contain details about the children and their statutory assessment results. They are kept in the school office.

- Personal details and official records.
- End of year reports.
- EYFS, Key Stage 1 and 2 statutory assessment results.

Reports and information for parents.

Reports are sent to parents in the summer term and a copy kept in the child's personal folder. Teachers report on all subjects and also make more general comments. Results of statutory assessments are given to parents.

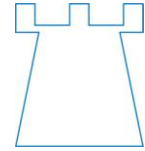


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Verbal reports are given twice a year at parents' consultation evenings although parents can arrange to see teachers at any time on request. All records and assessments are available to parents should they wish to see them.

Evaluation.

Our assessment practices are constantly monitored to make sure that they continue to:

- reflect the aims of the school
- encourage pupils to achieve high standards
- be relevant and consistent
- involve pupils
- be manageable
- fulfill our statutory obligations

Special Needs and Gifted and Talented Pupils.

Information from teacher assessment assists in planning suitable programmes for vulnerable learners, including SEN / G&T pupils.

Moderation

We believe the process of moderation is essential if we are to achieve consistency and quality in our assessments. Our school promotes consistency in the following ways;

- By working in close collaboration with colleagues.
- By moderating work together to have a common understanding of level descriptors and levels achieved.
- By collaborating with other schools and the Local Authority when appropriate in order to widen the moderation process.

Monitoring and review

This policy is reviewed by the assessment leader and monitored by the governing body.

Reviewed: September 2015

Next review: September 2016