



ASSESSMENT, RECORDING & REPORTING POLICY

Reviewed by Governors on 14th November 2017

Assessment, Recording & Reporting Policy

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school. The school also has statutory obligations to fulfil.

Aims for assessment in the school

Assessment should play a major role in raising standards across the curriculum. It should be an integral part of teaching, learning and pedagogy involving both the teachers, learners and parents. It should make the school a more productive place in which to learn.

We at Plympton St Maurice Primary School recognise that there are 3 broad overarching forms of assessment:

Day to day formative assessments such as:

- Question and answer during class
- Marking pupils' work
- Observing learning
- Regular short re-cap quizzes and scanning work for pupil attainment and development.

Secondly, summative assessment, such as:

- End of year assessments
- Short end of topic or units tests
- Reviews for pupils with SEND.

Lastly, nationally standardised summative assessments, such as:

- Early Years Baseline (CEM)
- Yr 1 Phonics Testing
- National curriculum tests at the end of Key Stage 2
- National curriculum tests at the end of Key Stage 1.

We recognise the purposes of day-to-day in-school formative assessment being:

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and what they need to do next. Teachers provide feedback to children's learning and pupils are given time to respond. Pupils use this feedback well and they know what they need to do to improve.

For parents:

To be informed by school of the objectives their child is working towards in order for their child to improve. The school gives parents accurate information about how well their child is progressing in relation to the standards expected.

For teachers:

To use formative assessment as an integral part of teaching and learning, allowing teachers to understand pupil performance on a continuing basis. Teachers use effective planning to help pupils learn well. Time in lessons is used productively. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. Teachers identify and support effectively those

pupils who start to fall behind and intervene to help them improve their learning. Teachers give feedback and time is given for pupils to respond to this feedback.

We recognise the purpose of in-school summative assessment being:

For pupils:

Summative assessment informs pupils with information about their learning and progress over a period of time, instead of day to day progress.

For parents:

Results of in-school summative assessments are communicated to parents during Learning Review meetings following in-school pupil progress meetings and in the end of year Annual Report to Parents

For teachers:

In-school summative assessments enable teachers to evaluate both pupil's learning and to be able to evaluate the impact of their teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

We recognise the purposes of nationally standardised summative assessment, to enable pupils, parents and the school to compare pupil performance against pupils nationally. This allows teachers, school leaders (including governors) to understand national expectations and assess the school's performance in the broader national context.

Assessment for Learning (Formative)

Rationale

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. [Assessment Reform Group].

Purpose and Objectives

The main purpose of assessment for learning is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do next in order to move towards the personal learning goals. It:

- Is an integral part of student learning
- Is continuous and both formative and diagnostic
- Shares learning goals with students
- Helps students to know and recognise the standard to aim for
- Has a commitment that every student can improve
- Involves both teacher and students reviewing and reflecting on students' performance and progress
- Involves students in self-assessment
- Involves students, teachers and parents/carers
- Should recognise both attainment and achievement
- Should inform planning for learning

- Should promote continuous development of schemes of work
- Should be fair, accurate and consistent
- Should broaden and deepen student understanding and not merely coach to the next measured level

Responsibilities

Children will:

- Ask questions
- Listen in class so that they are always aware of what they are learning and how their learning will be judged (success criteria)
- During lessons give the class teacher their views on how successful their learning was
- Set individual learning targets with the class teacher, for reading, writing and maths, three times a year at the start of every term.
- Recognise their class target linked to characteristics of learning (BLP)
- Review their performance with the class teacher
- Self-assess their *understanding* using a happy, straight or sad face against the learning objectives (linked to SMSC)
- On specific occasions give feedback to marked work in order to carry learning forward

Class teachers will:

- Have in their files, planners or computer files prior achievement data for children's: EYFS Profiles, assessments of objectives against age related expectations, and SEN information where appropriate.
- Details of Pupil Premium children
- Facilitate opportunities for peer to peer assessment (linked to SMSC)
- Use this data to plan for the different needs of the children they teach
- Communicate learning objectives and success criteria for every lesson in a way that children can understand
- Use plenary sessions to enable students to know what they have learnt and what they need to do next
- Set learning targets for each child
- Contribute to the INSET and staff meetings regarding assessment
- Inform parents by written report of their child's performance and progress against stated targets
- Help children to review their performance
- Encourage children to self-assess (linked to SMSC)
- Mark work promptly in accordance with the school's marking policy
- Use written comments to inform children of their progress against stated targets and where the children need to go next in their learning
- Make sure that the assessment timetable is implemented

Subject Leaders will:

- Ensure that teachers regularly mark work set and provide appropriate feedback on successes and next steps in selected pieces of work
- Ensure that teachers use information gained through marking to differentiate and to inform future planning
- Ensure that teachers are sharing learning objectives with their classes and the criteria by which work will be judged
- Ensure that teachers report to parents about the levels achieved and the ways that each student can improve

- Monitor the policy through classroom observation and work sampling to judge standards achieved across the school
- Report to the Headteacher and governors about the academic standards in their subject areas

The Sendco will:

- Attend pupil progress meetings to monitor the progress of SEN and disadvantaged pupils.
- Identify pupils who are under performing and determine an intervention strategy to accelerate progress.
- Monitor the impact of intervention support programmes
- Ensure those members of staff delivering interventions are highly skilled and receive appropriate training.

Senior Leadership Team Members will:

- Ensure that key data is available for all staff
- Ensure that all staff have the resources and time to fulfil their responsibilities
- Monitor the assessment policy through work sampling to judge the standards across the school and, where necessary, to put in place appropriate intervention strategies
- Receive reports from subject team leaders on standards in their subjects across the whole school
- Inform the assessment co-ordinator of any initiatives that may require the collection of data not included in the current Assessment, Recording & Reporting Policy
- Regularly inform governors of the standards attained by the school

Parents should:

- Inform their child's class teacher of any concerns they may have regarding their child's learning

Principles of in-school formative assessment:

We at Plympton St Maurice Primary recognise that in-school formative assessment informs teachers whether a child's knowledge and understanding is secure enough to move forward or whether further consolidation is necessary. Teachers communicate this understanding with pupils (individually or in groups) through their daily marking. When marking, where appropriate, a teacher may provide further challenge to ensure pupils' understand their achievements. When assessments identify a pupil's misunderstanding, planning will be adjusted to target additional support.

Assessment of Learning (Summative)

The school needs to be able to judge the standards that pupils are achieving as compared to schools in similar context nationally. The school need to know whether it is on target to meet statutory targets by the end of each term. The school will enact intervention strategies to increase the chances of whole school targets being met.

Purposes and Objectives

- To inform all concerned about educational standards attained by pupils in the school
- To set the standard of attainment that the school is aspiring to attain
- To inform pupil, parents and carers whether pupils will meet the targets by the end of each key stage

- To inform teachers about the quality of their work and whether their teaching groups are on or above target
- To inform teachers of where each pupil is and enable teachers to intervene if that child is in danger of falling below target
- To inform pupils, parent and carers about the standard that their son/daughter has attained at that moment in time

Responsibilities

The children will:

- Always try their best
- During feedback on tests and assessment tasks give the teacher as much information as possible about their own understanding of what went well and what areas need to be worked on

Class Teachers will:

- Make sure that the assessment, recording and reporting policy is implemented.
- Ensure every child has an objective to achieve for reading, writing and numeracy.
- Ensure the class has a termly goal to achieve for characteristics of learning (linked to BLP)
- Be aware of class targets to achieve by the end of the year.
- Mark tests
- Be aware of differences in attainment and progress for gender, SEN/NSEND, disadvantaged/non disadvantaged.
- Analyse test data for the children they teach
- Feedback to the children, staff, parents and governors as and when necessary
- At the end of the year report the % achieving ARE for ALL curriculum areas.

Subject Leaders will:

- Ensure that effective assessment procedures are in place for their subject across the whole school
- Ensure that these procedures are in line with the assessment policy
- Collate assessment data from across the whole school for their subject
- Analyse all assessment data for their subject
- Decide on which areas, if any, need investigating and what assessment data needs to be collected
- Report back to the senior management team, teachers and governors as and when necessary

Senior Leadership Team Members will:

- Collate all assessment data, including subject leader reports, from across the school
- Analyse all assessment data
- Decide on priorities for the school improvement plan
- Decide on assessment data required and inform the assessment co-ordinator
- Ensure that all staff involved in assessing the effectiveness of the school improvement plan have the resources and time to do so
- Report findings to the governing body, teachers and parents as and when necessary

Parents should:

- Read annual reports and respond to them, where appropriate
- Attend parent/teacher consultations, when necessary

- Receive pupil's targets, three times a year, at the start of each term for reading, writing, maths and characteristics for learning.

Principles of in-school summative assessment:

Summative assessments are used to provide information to a pupil's teacher, their next teacher, the school senior leadership team and to parents, giving them knowledge of pupils understanding and whether the child is able and ready for progression, or is SEN and needs support. End of year judgements are shared with parents in their child's Annual Report to Parents, when the report will state whether their child is working at, below or above that expected for the age of the child. Reports will also indicate a level of effort, reflecting under attainment does not necessarily reflect under achievement.

The school leadership team and governors use this summative data to discuss the percentage of pupils currently working at age related expectations (as well as those below) during and end of the year.

What to assess, record and report

The method of assessment used during a lesson is entirely left to the discretion of individual teachers. However, a variety of methods should be employed during the course of a week.

Methods of assessment used:

- Ask questions to gauge levels of understanding
- Mark child's learning against learning objective
- Listen to children read (links to Read Write Inc)
- Listen to children speaking (links to Read Write Inc)
- Spelling tests
- Lesson plenary
- Observation
- Reading/looking at children's work – specific tasks may be set for assessment purposes as well as day to day marking of books
- Writing Success Ladders (key objectives from School Pupil Tracker Online)
- Numeracy Learning Ladders & Rising Stars Assessments.
- Rising Stars assessments.

It is a statutory obligation for the school to record assessment data for English, Mathematics and Science at KS2, and personal and social development, literacy and communication, and numeracy in the foundation phase.

Data recorded

- Early years Baseline assessments (CEM)
- National curriculum subjects including oral communications, spelling, punctuation and grammar, and mental arithmetic.
- Foundation Early Learning Goals assessed as emerging, expected, exceeding.
- Year 1 phonics assessments
- Comments in children's books, i.e. marking (see marking policy), peer assessment, self-evaluation
- End of year non-core assessments (Yrs1-6)

- National statutory assessment results (Yrs 2&6)

Timescale						
	Term 1 ,	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years & Yr 1-6	Early Years Baseline using CEM Yrs 1-6 Writing: Assessment provided using success criteria/learning ladders for 'Big Writes'. Reading: Foundation, KS1-Read Write Inc & Bug Club KS2: Accelerated Reading scores Maths: Yr1-6 Abacus Assessments Reviewed at pupil progress meetings	Early Years-teacher judgement against ELG & Learning Characteristics Yr 1- 6 Reading, writing, maths, using Puma/Hodder standardised tests. Reviewed at pupil progress meetings	Early Years-teacher judgement against ELG & Learning Characteristics Writing: Assessment provided using success criteria/learning ladders for 'Big Writes'. Reading: Foundation, KS1-Read Write Inc & Bug Club KS2: Accelerated Reading scores Maths: Yr1-6 Abacus Assessments Reviewed at pupil progress meetings	Early Years-teacher judgement against ELG & Learning Characteristics Yr 1-6 Reading, writing, maths, using Puma/Hodder standardised tests. Reviewed at pupil progress meetings	Early Years-teacher judgement against ELG & Learning Characteristics Yrs 1,3,4,5 Writing: Assessment provided using success criteria/learning ladders for 'Big Writes'. Reading: Foundation, KS1-Read Write Inc & Bug Club KS2: Accelerated Reading scores Maths: Yr1,3,4,5 Abacus Assessments Yr 2 & 6 Statutory tests. Yr 1 Statutory Phonics tests. Reviewed at pupil progress meetings	EYFS Early Learning Goals GLD & Learning Characteristics Yr 1,3,4,5 Reading, writing, maths, using Puma/Hodder standardised tests. Reviewed at pupil progress meetings

	End of term 2	End of term 4	End of Term 6
Age related expectations (ARE) (Average child on track)	Low	Middle	High

Guidance upon assessing a child's depth of learning at different points in the year.

	How this might be evidenced in the classroom
#1 Shallow Learner	A child is beginning to develop some understanding of the taught objective. They are able to complete tasks set but are reliant upon support to achieve outcomes. This could be in the form of concrete resources, adult support or writing frames.
#2 Expected depth	A child shows a growing understanding of the objective.

	<p>They are able to complete tasks more independently and with less reliance upon support in the classroom (through concrete resources or adult support)</p> <p>Greater understanding is in place and they can remember previously taught content.</p> <p>There can still be some inconsistency in the application of skills and understanding.</p> <p>The child is combining and enhancing their work based on applying their knowledge.</p>
# 3 (Good) Deeper Learner	<p>A child is able to apply their knowledge of the objective independently in their work, across subjects.</p> <p>There is accuracy in how they apply understanding with only occasional mistakes</p> <p>The child is able to select a preferred method to complete a task</p> <p>They are growing in confidence when explaining and reasoning.</p>
#4 (very good) Deepest Learner	<p>A child is able to apply their understanding of the objective in a range of different situations and contexts.</p> <p>They can independently use known facts, information and procedures to respond to, solve and answer complex and unfamiliar problems</p> <p>They have developed a deeper understanding and can confidently explain and reason when discussing the approaches that they apply.</p>

The school has a statutory obligation with regard to reporting assessment data.

Information reported:

- Early Learning Goals and characteristics of learning
- End of key stage teacher assessments for Yr 2 and Yr 6 using scaled scores (ss)
- Annual report to parents
- Annual report to governors
- SEN reports, when necessary
- Year 1 phonics screening
- Pupils targets/objectives to work towards.

References:

<http://www.nasuwat.org.uk>

<http://www.naht.org.uk>

Common Inspection Framework (Sept 2015)

Info Mentor: National Curriculum 2014. A practical guide to Assessment after Levels Whitepaper No 1.

School Pupil Tracker Online Training

Embedded Formative Assessment D. Wiliam (2011)

Final report of the Commission on Assessment without Levels (Sept 2015)

Beyond Levels: alternative assessment approaches developed by teaching schools

Research Report September 2014

Resources

CEM baseline assessments
Writing Success Ladders
Hodder/Puma assessments Assessments
Numeracy Learning Ladders
School pupil tracker list of objectives
Exemplar test papers for KS 1 & 2 tests.
Spelling, Punctuation and Grammar (SPAG) assessments

Appendix

An Outline of the School's Assessment Calendar

<u>Term/weeks</u>	<u>Assessments</u>	<u>Pupil Progress meetings</u>	<u>Reporting to Parents</u>
<u>Autumn (Term 1&2)</u>			
Weeks 1& 2	Foundation Baseline (CEM) Assessments		
Week 1-6	Informal on-going summative assessments, learning marked in books, observations, pupils targets set.		
Week 6	Whole school assessments for Maths, writing & reading		
Week 7		Pupil progress meetings with class teachers and maths/English subject leaders/SENDCo.	Class teachers/SENDco to contact parent of any child causing concern.
Week 7-11	Informal on-going summative assessments, learning marked in books, observations, pupils targets set.		Learning Review Meetings with Parents
Week 12	Formative assessments using Hodder/Puma standardised tests.		Class teachers/SENDco contacts parents of any child causing concern.

<u>Term/weeks</u>	<u>Assessments</u>	<u>Pupil Progress meetings</u>	<u>Reporting to Parents</u>
<u>Spring (Term 3&4)</u>			
Week 1		Pupil progress meetings with class teachers and maths/literacy subject leaders/SENDCo.	Classteachers/SENDco contacts parents of any child causing concern.
Week 1-6	Informal on-going summative assessments, learning marked in books, observations, pupils targets set.		
Week 6	Teacher Assessments		

Week 7-11	Informal on-going summative assessments, learning marked in books, observations, pupils targets set.	Pupil progress meetings with class teachers and maths/English subject leaders/SENDCo.	Learning Review Meetings with Parents
Week 12	Formative assessments using Hodder/Puma standardised tests.		Classteachers/SENDco contacts parents of any child causing concern.

Term/weeks	Assessments	Pupil Progress meetings	Reporting to Parents
Summer (Term 5&6)			
Week 1		Pupil progress meetings with class teachers and maths/English subject leaders/SENDCo.	Classteachers/SENDco contacts parents of any child causing concern.
Week 1-6	Yr 6 preparation for Secondary Ready assessments Informal on-going summative assessments, learning marked in books, observations, pupils targets set.		
	Yr 1 Phonics Tests		
Week 5	Year 6 & Yr 2 Statutory Assessments		
Week 6-11	KS 1 Assessments Informal on-going summative assessments, learning marked in books, observations, pupils targets set.	Pupil progress meetings with class teachers and maths/English subject leaders/SENDCo.	Reports Home to Parents Learning Review Meetings for Parents to meet teachers
Week 12	Formative assessments using Hodder/Puma standardised tests.		Assessment results home to parents.

Marking Policy

Rationale

The aims of our assessment policy are reflected within this marking policy, Assessment for Learning being the most important. The teacher, teaching assistant (TA), children and their peer partners may carry out marking in accordance to need and learning situation. Assessment, including marking, has a profound influence upon the motivation and self-esteem of children, both of which are crucial influences upon learning. The overall purpose of marking is to enable children to recognise their achievement and progress further in their attainment of knowledge, skills and understanding, by offering constructive advice, support and direction.

Purpose

- Marking will inform learning and progress.
- Marking will provide clear feedback to children about their achievements and points for further development in their learning.
- Marking will recognise, encourage and reward children's effort and progress.
- Marking will inform teachers on the areas of learning for groups and individuals that require specific focus and support.
- Marking will inform teacher's professional reflection upon teaching approaches and styles.
- It will inform planning.
- Marking is a record of a child's progress
- Marking will help children understand their own learning needs.
- Marking will enable children and teachers plan next steps as targets.

Guidance

- Learning objectives (LO), will be shared with all children.
- The agreed approaches to marking and the underpinning philosophy will be applied to the marking of all children's work and provide continuity across the school.
- Constructive feedback will be given to all our pivotal children, this can include verbal feedback. This will be shown as VF in book with a brief comment such as punctuation. Other books will be marked with a next step at least weekly or as needed.
- Time must be built into planning to allow children to review their marked work and allow for them to make necessary improvements (however not every piece of work will have next steps).
- We recognise the most effective marking, where possible, takes place alongside the child.
- Written comments may include:
 - i) Recognition of achievement and effort
 - ii) An indication of the next steps in learning
 - iii) A tick, in **green** will be placed by work that demonstrates that children are using taught skill. For example choice of word
 - iv) Two ticks in **green** indicates that children are using high quality vocabulary for example that shows that they are taking work forward.
 - v)
- If work is guided it should be initialled by the teacher or TA. If not initialled it will indicate that work is independent.
- Children will be taught how to assess themselves, identify strengths and next steps. When assessing own work children will use these symbols.



I have achieved my L.O.



I have almost achieved my L.O.



I have not achieved my L.O.

- Peer marking will be used when appropriate as a means of developing children's skills in self-assessment.

Evidence

- Evidence of quality, purposeful marking will be evident in children's books and work.
- Evidence of effective marking will be gained from discussions with children, TAs and teachers.
- Scrutiny of children's work will show that marking;
 - i) Is up to date
 - ii) Comments are appropriate for the age of the child and relate to the LO.
 - iii) Links to planning evaluations and adjustments.

Marking will be reviewed during SLT and whole school book scrutiny.

Success and Improvement Model

- Indicate that discussion has taken place through marking. (VF)
- In the Early Years pencil notes on the work will be kept to promote ways forward.
- In the Early Years green and purple will be used when assessing writing and number from (1.2.16) to indicate achievement and next steps for learning.
- LO will have a tick against it if it has been met.
- Two ticks at the bottom of the page in green will indicate what children have done well. There will be a brief comment to indicate what this is that is related to the ticks: ie conjunctions.
- Underlining in purple pen will be used to show misconceptions, misunderstanding or indicate part of the work that you wish to be reworked. This should be accompanied by clear instructions as to how you want the child to respond. Give an improvement suggestion.
- There will be a purple arrow to indicate whys forward with a brief comment this might be conjunctions. The children will then write a sentence using conjunctions when they respond to marking. Purple arrows maybe used in the margin to focus children on improving work.

Plympton St Maurice Marking Policy.

The marking of a piece of work should be related to the agreed LO.

Work will be ticked in green to indicate good quality work

The following symbols will be used by both teacher and or children.

C Capital letter missing. For example capital to be circled or underlined.	P Punctuation mistake.	Missing word or letter. 
SP Spelling mistake.	New paragraph or line needed. 	Finger spaces needed. FS

Foundation subjects marked and brief feedback given in green. Ways forward will be written in purple as necessary.

TA's taking PPA time need to briefly mark work and initial page.

Supply teachers when possible should be encouraged to mark work or put an S on page.