

**Skelton Primary School**  
**Policy Review Timetable**

**Policy for: Assessment, Reporting and Recording**

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**Consultation with TLR post holders: 5<sup>th</sup> December 2007**

**Consultation with Staff and Governors:**

**Approved by Governing Body:**

**1<sup>st</sup> Review Date: September 2010**

# **Skelton Primary School**

## **Assessment, Recording and Reporting Policy**

Assessment is the judgment made about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.

Recording is, when appropriate, made of significant attainments to inform curriculum planning and reports to parents and other stakeholders.

Reporting is the process of informing parents and other stakeholders of children's attainment.

### Aims

The aims of our whole school policy are to:

- Meet all statutory requirements.
- Have a significant impact on the quality of learning and teaching and to further raise standards throughout school.
- Provide accurate and relevant information about pupils for teaching staff, pupils, parents and governors.
- Provide a consistent approach for reporting back to staff, parents and governors in order to make communication effective.

### Assessment should be:

Formative: Formative assessment provides teachers with information which can be used to take pupils' learning forward. Formative assessment is also known as assessment for learning (AfL.) It gives pupils clear and focused targets and provides feedback about achievement and the next steps in learning. (See Marking Policy)

This information is also recorded in the children's ILPs and shared with parents.

Summative: Summative assessment provides overall evidence of the achievements of a pupil and of what he/she knows, understands and can do at an identified point in time.

Evaluative: Comparative aggregated information about pupils' achievements used as an indicator of where there needs to be further intervention or changes to the curriculum and resources used.

Informative: To help communication with parents about how their child is doing; and with the governing body, the local authority and other stakeholders and the wider community about the achievements of the school.

## Assessment in Skelton Primary School:

- Is an integral part of the learning process. Good quality assessment promotes better learning.
- Is ongoing, thus informing the planning process.
- Is an evaluative tool, which helps teachers evaluate their teaching and the learning that takes place.
- Is based on sound evidence using a variety of techniques suitable for the purpose.
- Is consistent and manageable.
- Helps to inform the child about learning progress.
- Is based on a partnership between teacher, pupil and parents.
- Conveys meaningful information to stakeholders.
- Recognises the linguistic and cultural diversity of children and is free from stereotyping and bias.
- Is not continuous testing. It is the frequent observing, monitoring and recording of process and achievement.
- Involves interaction with children as they work to review and reflect.
- Encourages children in the process of self-evaluation (e.g. in maths the use of ☺ to indicate whether children feel confident with lesson objective/use of heads down and children indicate their degree of confidence with the given subject matter.)

## Assessment Timetable

### Ongoing Assessment

Teaching staff make continuous observations of children's progress throughout the year and record where appropriate. See Marking Policy and Assessment for Learning.

### Tracking of Pupils

A new and revised tracking system (the transition document) is now in place and is consistent throughout school. 4 TLR posts were created to monitor this system (working with the DHT) and report to SLT. Children's progress is tracked from when they enter Nursery. Foundation Stage Profile, Key Stage 1 and 2 SATs, optional SATs (Y3-Y5) and teacher assessment and predictions are recorded.

### Assessment in English and of Literacy Skills across the Curriculum

See Marking Policy and Assessment for Learning.

## Foundation Stage

In Early Years assessment is an ongoing process. Listening to, talking with and observing children in a variety of contexts are key strategies for gaining an accurate and rounded picture of each child's progress and development.

Prior to starting Nursery, each child receives a home visit from Nursery staff and visits to school are encouraged to enable the staff to build up a picture of the child. Various aspects of the child's development are discussed with the parents/carers and a picture of the child's past experiences, abilities and needs are recorded in an individual profile which is added to throughout Foundation Stage.

During the first half term in Nursery "Flying Start" assessment is begun for each child and is continually updated throughout Foundation Stage (and into Year 1 if necessary) to show progression. Each child is given a score on entry and on leaving FS1 and FS2 and this is recorded on a whole school tracking sheet. "Flying Start" assessment is broken down into a number of small steps. This incorporates the points from the statutory Foundation Stage Profile. The total number of points scored on the Foundation Stage Profile is recorded at the end of the Foundation Stage.

Observations form a large part of the assessment process in Foundation Stage. These, together with relevant pieces of annotated work and photographs, build up a profile for each child.

## Key Stages 1 and 2 Autumn Term

Baseline entry for the children will be the exit level from the summer term from the previous year.

- In the autumn term (i.e. Oct/Nov) Years 1 – 6 will assess one piece of written work in English. This levelled piece of writing in the children's books will be based on class work and is not an extra task/formal test.
- Maths and Science will take the form of teacher assessment based on class work (taking into account children's exit level from the previous summer term.) NSI assessment materials may also be used in conjunction with teacher assessment. However, it must be stressed that the NSI materials can only be used to determine a level when the complete test paper for a module is given in one sitting according to test procedures.
- Y6 will do a past SATs paper in: English (reading comprehension and spelling) Maths and Science.

### Spring Term (February)

- Salford Reading Test X
- Y1 will use teacher assessment/NSI materials for Reading, Maths and Science. A levelled piece of writing will also be done based on class work.
- Y2 will use teacher assessment and previous KS1 SATs materials in English and Maths. NSI materials will be used as a science assessment.
- Y3 – Y5 will use past optional SATs papers in English, Maths and Science.
- Y6 will use a past SATs paper and level a piece of writing based on class work. This will be recorded in the children's books.

Results for English and Maths will be recorded on the transition document.

Half termly science module assessments will be recorded on NSI science grid. (In the summer term a final overall level will be recorded on the transition document.) TLR post holders will ensure this has been done by the end of Spring 1.

### Summer Term (end June/beginning of July)

- Salford Reading Test Y
- Y1 will use teacher assessment/NSI materials for Reading, Maths and Science. A levelled piece of writing will also be done based on class work.
- Y2 and Y6 will complete SATs.
- Y3 – Y5 will do the most recent optional SATs papers in English (reading comprehension and spelling) and Maths. NSI materials will be used as a Science assessment.
- \* Y5 will also do a previous SATs paper in Science.

Results for English and Maths will be recorded on the transition document.

A final end of year level for Science will also be recorded on the spreadsheet. TLR post holders will ensure all recording has been done by the end of the summer term.

### Year Group Setting

On entry to Foundation Stage 1 children are allocated a “Key Worker”, who is responsible for maintaining profiles for their key children. Children undertake differentiated focused activities with all members of the Nursery staff but split into their

mixed ability Family Groups for daily small group work. Younger children attend Nursery in the afternoon, when time can be spent concentrating on their personal and social development. The majority of the older children attend a morning session in preparation for full time school.

Foundation 2 children are taught in mixed ability groups except for Literacy and Numeracy, where they are grouped according to ability. Children are allocated a teacher who is responsible for completing their profiles, alongside all members of the FS2 team.

Years 1 to 6 children are taught in ability groups for English and Maths. The more able children are taught in a larger group with the remainder of the children being taught in two parallel groups. Some variations to this are made in Y5 and Y6. This is done to meet the needs of the children.

Each year group uses teacher assessment, formal testing and a range of data including Foundation Stage Profile, PIPs and FFT to identify and target pupils. Predications are made, and targets set, for children based on combined Level 4 and Level 5 in English and Maths.

The SLT and the TLR post holders are responsible for monitoring assessment. Files and books are collected on a regular basis to ensure a consistent approach is being maintained throughout school. Feedback is given in staff meetings/team meetings.

### Pupil Self Assessment/Evaluation

Self assessment plays an important role in the learning process. It gives children an awareness of how they are learning and what their next steps in learning are. Self assessment is an intrinsic part of the lesson and provides opportunity to reflect upon learning. At the end of each topic/theme children complete self evaluations. These then inform the planning process.

### Summary of Strategies for Assessment

- 1 Observation
- 2 Planning
- 3 Pupil tracking
- 4 Interaction
- 5 Sampling
- 6 Questioning
- 7 Analysing errors
- 8 Using diagnostic materials
- 9 Reflection and self assessment
- 10 Evaluation

## Reporting to Parents

Parents are sent one detailed report each year. This takes place in the summer term. Consultations evenings are held during the Autumn, Spring and Summer terms. Appointments for consultations are spread over two evenings and an afternoon to allow parents privacy and time to discuss their child's progress. It is school policy to encourage children to attend with their parents thus allowing Individual Learning Plans and Individual Educational Plans to be shared. ILPs are part of the formative assessment process and are used to celebrate achievement and identify areas for improvement. IEPs are also shared with parents (see SEN Policy).