



## **Cockfield Primary School Assessment, Record Keeping and Reporting Policy and Guidelines**

### **Introduction**

At Cockfield School we believe that effective assessment provides information to improve teaching and learning. Children are given regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. Parents are given termly reports on their child's progress, so that teachers, children and parents are all working together to raise standards for all our children.

### **Aims and Objectives**

The aims and objectives of assessment/recording and reporting in our school are:

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels (**see target setting policy**)
- To gather information to inform teachers what will be taught next
- To track individual progress
- To enable our children to demonstrate what they know and understand
- To help our children understand what they need to do next to improve their work
- To allow teachers to plan work which accurately reflects the needs of each child
- To provide regular information for parents which enables them to support their child's learning and be involved in their child's progress
- To provide the headteacher and governors with information which allows them to make judgements about the effectiveness of the school

### **Assessment**

Is the process which provides information on an individual pupil's experience and achievement. It defines what the pupil knows, understands and can do.

The process of National Curriculum assessment is made up of two parts:-

1. **TEACHER ASSESSMENT** - evidence gathered during the normal teaching programmes
2. **STANDARD ASSESSMENT** – evidence of achievement gathered through the application of Standard Assessment Tasks.

The full assessment of a child's achievements is a combination of teacher and standard assessment information.

Assessment is first and foremost about helping pupils to learn, there is an understanding that every pupil has the potential to improve.

Assessment can be defined as assessment **OF** and assessment **FOR** learning. Both are valuable and both serve a purpose, but neither can stand in isolation as effective assessment.

Assessment is a vital part of the teaching and learning cycle and must involve the pupil. Good assessment enables the pupil to understand what they know, understand, can do and how to improve.

Assessment will be used in the following ways:

- **Formative** - the information gained, “forms” or affects the next learning experience.
- **Diagnostic** – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evaluative** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.
- **Summative** – systematic recording of information, which leads towards a summary of a pupil’s achievement at a point in time. This is an essential tool for identifying progress over time.

### **Curriculum Planning**

Thorough planning is the foundation of good teaching. Planning should:

- help the class teacher to develop clear objectives
- provide a record of proposed work
- provide progression and continuity, particularly in the event of the class teacher’s absence
- ensure National Curriculum and EYFS requirements are being met
- take into account the needs of all pupils within the class

### **Differentiation**

All pupils must have equal access to all areas of the curriculum. Less able children are supported with modified targets and the more able and talented are given additional challenges to extend their abilities. Teachers’ short term planning identifies the ways in which tasks are differentiated to match the range of abilities within each class.

### **Planning for Assessment**

The National Curriculum, EYFS Curriculum, are used to support our teaching. We use AFL, Rising Stars Assessments, Sats(Y2 and Y6), Foundation Stage Profile, and teacher assessments to help us identify each child’s attainment.

Lessons are planned with clear learning objectives. These plans are based upon the teacher’s detailed knowledge of each child. All tasks set are appropriate to each child’s level of ability, included in the planning are identified activities for HAP’s, MAP’s and LAP’s (**see Curriculum Planning Policy**). Lesson plans make clear the expected outcomes/success criteria for each lesson.

Assessment plays an integral part of any lesson, it is what makes sense of our planning and teaching. Throughout each lesson teachers observe progress made and adapt/modify teaching and activities accordingly.

We plan the learning and engage the children so they know what and how they are learning and why. Children need to understand what to do in order to show that learning has taken place, have opportunities for reflection and review their achievements.

Children are supported in being able to describe their strengths and areas for improvement, by sharing with others their views and feelings. They reflect on their work by comparing it with success criteria and they see what needs to be changed for improvement to take place. Children are actively involved in assessment.

Children use teachers' oral and written comments to recognise what they are doing well and to identify strategies for improvement. They need to clearly understand what to do in the short-term in order to improve. Action must follow feedback. (see marking policy)

**In order to enable pupils and teachers to use assessment for learning effectively teachers will:**

- identify and share the learning objectives and success criteria of the lesson
- find out what pupils already know about the work
- give oral and written feedback on the work, against the learning objectives and offer advice on how to improve
- use appropriate questioning
- identify plenary activities that enable reflection on the learning process, use AFL questions wherever possible to support this process
- encourage pupils to evaluate their work against the learning objectives
- set individual targets for improvement which are clearly understood by the child
- raise pupil self-esteem through recognition and celebration of success
- make notes on their planning of those children reaching/exceeding objectives and change planning accordingly
- make assessment an integral part of all lessons by a range of means – using, previous assessment, discussions and show and tell activities e.g. number fans, letter fans, whiteboards to establish the level of learning and to build on this continually.
- set a positive climate for learning.

These are the important elements of assessment because they raise achievement. The other elements (testing, recording and reporting) are necessary to measure and track learning.

### **Assessment of Learning (summative assessment)**

Assessment of learning is concerned with:

- monitoring the progress being made and measuring the learning which has taken place
- informing parents through reports
- informing next teacher
- evidence seen through tests, tasks and feedback

Assessment of learning occurs at the end of a process. It may take the form of a test and may be at the end of a unit of work, end of a term or half-term, a year or a Key Stage. It is a measure of how much learning has occurred against a standard.

During May/June of each year children in Y2 to Y6 are assessed using the National Statutory Assessment Tests/Tasks. All children are assessed throughout the year using Rising Stars Assessments (see attached timetable). Assessment information is recorded and individuals/groups are then analysed. This assists the school in monitoring the performance of individual children and groups of children and provides the school with a year on year progress record for each individual child and year group and informs target setting and future

learning. A foundation stage profile is completed in October, February and June for all Reception children. We input data onto the school system in June and this is submitted to the LA.

### **Assessing Learning**

There are various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

Informal assessments are made in planning files recording information related to those pupils who fail to meet the learning objective, or who achieve more than we planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. Annotated lesson plans are used as a record of progress measured against learning objectives.

Reading records for guided reading are kept by each class teacher. Children are also assessed using Accelerated Reader and then put on to the appropriate level of book.

Rising Stars assessments are completed for Science, Reading, Maths and SPAG throughout the year. Data is collected for year group and for identified groups of children who are working: -

Below age related expectations

At age related expectations

Above age related expectations

This evidence is kept in HT monitoring and results files and subject leader's files, as part of the monitoring process.

Accelerated Reader results are kept and monitored throughout the year

Writing is assessed every half-term against the Durham Assessment progression grids, results are recorded

Y2 and Y6 also use the interim framework

Foundation subjects – we use the progression for skills document

All records of assessments completed are passed on to the receiving teacher/school.

Teacher assessments are recorded on the school's tracking system. Teachers keep a record of interventions carried out with groups/individuals – records are also kept for children receiving pupil premium funding. A termly analysis of progress is produced which enables the school to track the progress of individual children, groups and cohorts.

Assessment in our school is enhanced by pupils' involvement in self assessment.

### **Special Educational Needs**

Additional records are kept for those children who have been identified as having special educational needs in line with the Code of Practice:

- a register of these children is kept by the SENCO
- Support plans and provision maps are completed and reviewed by the class teacher in consultation with the SENCO and support assistant three times a year for all children who have been identified as needing intervention, have an EHCP
- copies of support plans and provision maps are given to parents, the SENCO, and the support assistant

- annual reviews are held for those children who have an EHCP.

### **Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. Written comments are also used to provide feedback to children.

When we give feedback, verbal or written to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage older pupils to be the first markers of some pieces of work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work. Children are encouraged to spend the first part of each lesson acting on written feedback e.g. completing corrections, including identified punctuation in a piece of written work, improving work – (see marking and feedback policy)

### **Reporting to parents**

We have a range of strategies which keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Parents meeting are held twice a year. We discuss their child's strengths/progress and areas they need to improve and review the targets which we have identified for their child.

In the Autumn and Spring terms a short written report is given to all parents. During the Summer term we give all parents a detailed written report of their child's progress and achievements during the year, also included is information on whether or not the child is working at age related expectations. In this report we also comment on general progress and identify target areas for the next school year. We include a space where the children can offer their own evaluation of their performance during the year. There is also a space included for parental feedback.

Parents are kept informed of specific difficulties and successes as they arise.

For those children who have an EHCP an annual review is held where professionals meet to discuss the progress and future needs of each child

### **Monitoring and review**

The Headteacher and Deputy Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers and pupils, scrutinising pupils' work, looking at records/reports and scrutinising teachers' planning