



LATCHINGDON C. OF E. PRIMARY SCHOOL

Assessment, Recording and Reporting Policy

This document is a statement of the aims, principles and organisation of Assessment for all children in Latchingdon C. of E. Primary School.

This policy has been revised through a process of consultation with teaching staff in autumn 2015. It was ratified by the Governing Body on 10.3.16 and will be reviewed again within a three year period.

Effective assessment provides information to improve teaching and learning. At Latchingdon we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage.

We give our children regular feedback on their learning so that they understand what it is that they need to do better.

Objectives

To enable children to demonstrate what they know, understand and can do in their work.

To help children recognise the standards to aim for, and to understand what they need to do next to improve their work.

To allow teachers to plan work that accurately reflects the needs of each child;

To provide regular information for parents that enables them to support their child's learning.

To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning and Recording

To support our teaching and assessment of the child's attainment we use the 2014 National Curriculum. Lessons are planned with clear learning objectives appropriate to the abilities of the children. Lesson plans make clear the expected outcomes for each lesson.

Teachers always share learning objectives at the beginning of lessons. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Through questioning, teachers analyse pupils' responses to find out what they know and to identify misconceptions for individual pupils which informs future planning.

Through curriculum planning we ensure that the curriculum is covered and assessment opportunities are organised.

Learning objectives for all pupils according to their abilities are planned and assessed on a weekly basis. Annotations are written on planning sheets and are used to inform future planning.

Individual assessments are made through marking work and pupils are made aware of areas to improve through teacher's written comments. Pupils respond to marking to demonstrate their understanding.

Assessment Management

In order to ensure consistency in teacher assessment across each Key Stage:

- Staff meetings are planned for whole school moderation to ensure cross stage consistency and progression. Moderation is also carried out with other local schools for accuracy of assessments.
- Recommendations from external moderators are actioned.
- There are weekly Senior Leadership Team meetings and regular staff meetings to look at samples of work from a range of abilities from each year group in a given subject.
- Monitoring by Subject Leaders involves work sampling to assess standards of attainment and progression.
- Assessments are recorded in the Target Tracker database and are updated half-termly prior to Pupil Progress Meetings, which are used to identify pupils requiring additional support. Interventions are planned and the impact is reviewed at the next meeting.
- Subject Leaders monitor progress across the school and identify areas of strength and weakness.
- Subject Leaders for Literacy and Numeracy meet with the Headteacher to monitor data and identify areas for future action.

- SATS results are also entered in Target Tracker. The Headteacher is responsible for ensuring that all data has been entered and up-dated in the database.
- Writing in KS1 and KS2 will be moderated with at least one other school before finalising teacher assessments prior to submitting data to Essex county Council.
- The SENCO meets with the Headteacher to discuss progress towards IEP and age related targets termly.
- Spellings and tables are tested weekly. A standardised spelling test is administered termly.
- The Salford Reading Test and/or GFER are administered termly.

Reading

- **KS1** - Individual reading records are which track progress. These are dated when pupils progress to the next colour band.
- **KS2** - Individual reading records are kept by teachers.

Foundation Stage

Early Years Baseline will be assessed using the same system as other school within the Vine MAT. In 2015 this was Early Excellence. The school uses Foundation Stage Target Tracker to up-date assessments half-termly. End of year assessments will be moderated with at least one other local school.

Published assessments used by the school to inform teacher assessment:

- Abacus Maths half-termly assessments
- Not As We Know It termly spelling grammar and punctuation assessments
- Rising Stars end of year tests for years 3, 4, 5 in reading, maths and spelling grammar and punctuation.
- Science assessments are based on a published scheme; Mini Sats and in ICT based on units of study.

Assessment Strategies:-

We adopt a range of assessment strategies, which match and complement the learning contexts and objectives.

Direct observation (both formal and informal)

- Marking of outcomes followed by discussions with the child
- Questioning to ascertain the child's knowledge and understanding (initial assessment/investigational activities).
- Sustained discussion whilst the child is working as part of a group.
- Formal testing situations (summative-at the end of a unit of work).
- Incidental assessment.

Children are made aware of learning objectives and the anticipated learning outcomes of activities so that they can reflect on their achievement and progress and can identify future learning targets. This occurs in discussion between children and their teacher and marking.

Children with Special Needs (Refer to SEN Policy)

Reporting

- Written reports are prepared and sent to parents annually in July and they are invited to attend a consultation to comment on them.
- Consultations are arranged to discuss children's progress in both the autumn and Spring Terms.
- Informal opportunities for parents to visit the school and look round with their child are planned termly.
- Parents are always welcome in Latchingdon School and can arrange an appointment to see a teacher if necessary at a convenient time at the end of the school day. Teachers are available on Fridays between 3.15 and 3.45 without an appointment.

In-Service Training

The Assessment Manager is responsible for:

- Disseminating information on new regulations and requirements.
- Identifying training needs and arranging courses.
- Organising workshops for whole school assessment and moderation.
- Acting in a supportive role to subject co-ordinators in the management of assessment within their subject and when attending key stage planning and monitoring meetings.

Monitoring, Evaluating and Reviewing the Policy

It is the responsibility of the School Assessment Manager to monitor, evaluate and review the Assessment, Recording and Reporting policy and to ensure consistency across both Key Stages 1 and 2.

Policy Review Date

This policy will be reviewed within the next 3 years.