

Shottery CE Primary School

Assessment, Recording and Reporting Policy 2015

At Shottery Primary School ...



At Shottery Primary we aim to follow the principles of assessment for learning, in that we share with the pupils what is expected of them, help them to decide what that means in terms of work and how they can achieve it and they work together to decide how well those expectations and requirements have been met and therefore what needs to be done next. The school's Marking Policy gives more detail on how we achieve that and it should be read in conjunction with this policy.

At Shottery Primary all pupils are offered the opportunity to show what they know, understand and can do. Teachers target questions and use carpet time and written work to explore pupil understanding and knowledge. Through individual and group work, both written and oral, and through marking and target setting, pupils are helped to understand what they need to do to develop. Pupils understand the purpose of lessons through clearly explained learning intentions supported by an explanation of the specific objective their teacher is looking for. Parents are kept involved through target and curriculum information pasted on the portal and school web site as well as more individually through conversations and meetings with the class teacher.

We believe in a broad and balanced curriculum which stretches beyond the boundaries of the National Curriculum. Through assessment, teachers plan more effectively for the next stage of teaching and learning ensuring pupils make progress.

This policy contributes to the aims of the school because it helps

- a)** Pupils to recognise and celebrate a wide range of achievements, to identify their strengths and identify areas for improvement.
- b)** Teachers to be aware of their pupils' achievements in order to guide their future learning, to help them evaluate the effectiveness of their teaching strategies and the materials used in their planning and lessons.
- c)** The school to make informed judgments relating to the way the curriculum is planned and resourced, to raise standards of achievement, assist in the target-setting process and to communicate effectively pupil achievement to parents, governors and others.

Assessment as an ongoing process

In our classrooms assessment is effective because we are clear what our pupils know, understand and can do and what they should do next. We ensure pupils know what they should be learning, how they can achieve this and how they can improve. We provide strategies for pupils to know their next steps. Pupils regularly review their progress, talking about what they can do and what they have learned and how confidently they understand. Teaching staff and teaching assistants communicate well with each other and use a range of strategies to determine the standards pupils are working at, for example asking questions, observing, listening to responses, carrying out tests and marking work enabling them to plan the next stages in their pupils' learning. Classrooms are organised to provide the learning environment and layout most suited to the task at hand. At Shottery Primary we recognise that it is not appropriate to assess all activities or all learning in the same way.

Marking and pupil feedback

Teachers at Shottery Primary provide prompt and regular feedback to pupils about their work. Sometimes this feedback is oral sometimes it is written depending upon the context and the pupil. Work is marked and assessed against the learning intention for the lesson so that pupils understand what they have achieved and how they can improve. Sometimes responses partners are used so that pupils have the opportunity to praise and learn from each other. Where appropriate teaching plans are adjusted to take into account the results of assessments and marking. More detail on marking will be found in the Marking Policy

Target Setting

In 2014 a new National Curriculum came into place and the previous system of assessing pupils against levels was removed. Shottery Primary continues to develop assessment systems that will best support this new curriculum and 'life after levels'. We are working with consortium partners to moderate work to ensure consistency of approach and standard. Pupils are assessed against the programmes of study and judgements made to determine whether they are beginning, developing or secure against the end of year expectation for their year group. Where necessary pupils will cover programmes of study above or below their year group.

Tracking

Each half term teachers make a judgement on the progress of each child in reading, writing and maths, these teacher assessments are recorded using O track, using the

milestone terminology B, B+, D, D+, S and S+, alongside the year group programme of study being covered. We expect our children to make **GOOD** progress by making 5 points progress from assessments made in the first Autumn half term to the second half term in the summer, the expectation by the end of year is that children will have an expected or secure understanding of the programmes of study for their year group.

Recording and Evidence

Class teachers record on going judgements in pupils books and in their own personal records, additionally half termly judgements are recorded electronically on O track. Pupils also have access to Learning Ladders to enable them to see the next steps in their learning. For moderation purposes the school using materials provided by Stat Sheffield, these are a teacher resource and are not shared with parents. The school has made the decision to adopt the Speechlink Baseline materials for use in EYFS 2015/16.

Reporting to parents and guardians

As a school parents are guaranteed a minimum of 2 consultation evenings a year and an End of Year Report, including, where appropriate, details of statutory Key Stage assessments. This information provides parents with a record of what has been covered, how their child has achieved and outlines ways forward.

In addition staff at Shottery Primary provide parents with

- Class and curriculum information on the learning portal
- Open door sessions every Wednesday evening
- A school website with class information
- Family assemblies

Transfer Records

Transfer between Foundation Stage and Key Stage 1 takes place within the same classroom, with pupils maintaining their same teacher. At the end of Key Stage 1 pupils transfer to the Key Stage 2 building. There is an Induction Day for all pupils in June, when they move to their new Year Group/ Key Stage/ Class/School, this allows them to meet the children in their class and their class teacher. Because we have mixed aged classes at Shottery, pupils generally remain with the same teacher for more than one year. Where pupils move to a new class, both class teachers will liaise so the new teacher is familiar with any specific requirements of the individual pupils, however, because Shottery is such a small school most pupils are well known to all staff.

Where a pupil transfers to a new school every effort is made to make that transition as smooth as possible by providing as much information as manageable and as required for the new provider.

Using assessment information and results in evaluating provision

Much of the assessment data we collect in school is also used to raise our school performance. Individual pupil 'scores' are evaluated to determine levels of pupil progress and to assess whether the pupil requires further individual input or requires top up sessions. End of year assessments are tracked to follow the performance of both individuals and groups, again to provide additional support either for the child or the class. The school's results are compared to those nationally and more locally within Consortium 7, Shipston and Kineton.

Reviewing the Policy

As a school we are continually developing our assessment procedures and sharing good practice to better ensure continuity between classes and to ensure subject managers are informed about standards of work. We use marking, displays of work, family assemblies, star workers, book trawls and general conversations to keep each other informed; as a small school many coffee table discussions involve updating colleagues on pupil progress and achievements. All members of the staff team share a responsibility in assessment. The Headteacher monitors pupil tracking and the success of intervention projects.

This Policy will be reviewed every 3 years,

Previous reviews:

July 1999; October 2002; January 2006; November 2008; October 2011, April 2015

Next Review 2017/18