

ASSESSMENT & RECORD KEEPING POLICY



"Enjoy, Encourage, Excel"

Assessment Policy

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It can provide a framework within which Educational objectives may be set and pupil progress charted and expressed. It forms the Basis for planning the next educational steps in response to the child's needs.

This policy outlines the purpose, nature and management of assessment in Petworth Primary School.

The implementation of this policy is the responsibility of all staff.

Nature and Purpose of Assessment:

Assessment has three main functions:

- a) To help in planning work by informing the teacher about what a child can already do; i.e. what he/she has attained. (formative assessment)
- b) To inform teachers, schools and parents about what a child has so far learned to do by the end of a particular stage. (summative assessment)
- c) To facilitate realistic target setting.

The majority of teacher assessment will be formative and for that reason must be an on-going activity in all classrooms.

It should help teachers to:

- Plan work matched to children's attainment level
- Identify where specific help is required
- Accelerate children's progress

Entitlement

Teachers of children throughout the school will be responsible for adhering to the statutory assessment requirements as outlined by successive Q.C.A. documentation. (Optional SATs, end of KS1 and end of KS2).

In addition to statutory requirements other formalised assessments will be carried out according to the assessment schedule.

The programme for assessment will include:

- EYFS Profiles
- 'P' Level assessment, where appropriate
- SATS for Year 2

- SATS testing for Years 3, 4, and 5 using optional SATS.
- NCTs for Year 6
- Salford/Holborn Reading (twice a year)
- Spar spelling (twice a year)
- Diagnostic tests for targeted children e.g. Cops screening, Good Enough Draw a Man, VAK, informal battery of Literacy and Numeracy Assessments
- Ravens (non-verbal reasoning)
- BPVS (verbal reasoning)

Implementation

Assessments inform future planning in order to ensure that work is matched to the range of levels at which the children are working within each class. The school planning identifies the programme of study to be covered.

Assessments are mapped out on the Termly Monitoring Framework and carried out by all staff.

Responsibilities

Each teacher has a responsibility to assess children, record attainment and verify their assessment.

In addition the Headteacher/Deputy Headteacher will need to ensure that:

- National Curriculum is being implemented this includes the statutory assessment arrangements
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- Teachers have adequate opportunities to become familiar with National Assessment Standards
- Schools assessment standards conform to National Standards and there is a developing understanding of these within the school

Assessment Co-ordinator will be responsible for ensuring:

- SATS are administered during the appropriate period of time and to all Year 2 children, and NCTs to all Y6 children
- All relevant standardised scripts are ordered and supplied to the appropriate teachers
- All manuals are distributed and returned
- All special arrangements are organised
- Headteacher has copies of all standardised test results
- Profile is produced to show data in a tabloid form for school prospectus and other official documents

- Ensure PAS Moderation Opportunities are fulfilled by relevant members of staff

Year 2 teacher will be responsible for:

- Administering the Standard Assessment tasks in English, Mathematics and Science as and when required as specified by Q.C.A.
- Compiling the appropriate record forms and the results to parents by the end of the Summer Term
- Undertaking appropriate assessment training
- Preparing official transfer summative record sheet

Year 6 teacher will be responsible for:

- Administering the NCTs for English and maths
- Undertaking appropriate assessment training
- Liaising with school pupils will be transferring to

Reception teacher will be responsible for:

- Undertaking Baseline assessment
- Compiling records through individual Learning Journals
- Preparing official transfer summative record sheet

All teachers will be responsible for:

- Administering marking and standardising tests
- Contributing to PAS Moderation Opportunities
- Retaining the children's finished work as evidence for parents evening
- Preparing official records for transfer to receiving schools at the request of the Headteacher
- Planning and executing assessment activities for modules of work and as outlined in their planning
- Participating in arrangements for target setting
- Maintain progress records in numeracy/literacy

Record Keeping

Record keeping is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents. However it must not be so detailed that it hinders teaching and learning.

As a staff our aim is to achieve continuity and progression in each child's learning; The achievement of this aim is founded on the quality of the records which we keep and the use to which they are put by the teacher in planning future learning.

All teachers will maintain tracking grids/progress records in Maths/Reading/Writing/Science/RE/ICT

Each teacher will be responsible for keeping an assessment file containing up to date data about children's progress. These include;

- % targets for each year group taught
- Data from end of year assessments
- Updated Tracking Grids
- APP grids for maths, reading, writing and up to date evidence files for 2 HA, 2 MA and 2 LA children from their class
- APP science grid
- RE I Can statements
- ICT I Can statements

At the end of the academic year each teacher will hold the books and APP evidence files of six children, across the ability range, in each year group who have been selected for scrutiny of work.

The following documents are held centrally in children's files in the office:

- Copies of teacher's written reports to parents
- Individual assessment sheet-Standardised Tests
- A copy of Year 2 statutory assessment results
- A copy of Y6 statutory assessment results
- Copies of medical reports
- Copies of SENCO forms, School Action, School Action Plus, EYSA, EYSAP
- Copy of statement of educational needs
- Annual attendance records
- Foundation Stage Profiles

When a child moves to a new school all of the above records must be updated and sent within 15 days.

Reporting:

An annual written report is sent to parents in the second half of the Summer Term. This includes information about attendance, progress in all subject areas, targets for the future and, where relevant, results of national tests.

Parents are offered an opportunity every term to attend a parent consultation evening in order to discuss the progress and achievement of their child and targets. Each teacher operates an open door policy so that any issues may be reported on an informal, daily basis.

An annual report about standards (based on teacher assessment for KS1 and NCT results for KS2) is given to governors in the Autumn Term by the Assessment Co-ordinator. School targets are agreed by the Headteacher and the ARV in the Autumn Term and reported to governors in the Spring Term.

Records of achievement are transferred electronically to Midhurst Rother College at the end of Year 6, by the office using a format agreed by the Petworth Area Schools.

Records of YR Foundation Stage Profile end of stage results are submitted to LEA on stipulated date via e-pod.

Records of KS1 SATs and KS2 NCT results are submitted to LEA on stipulated date via e-pod.

Planning:

Curriculum Learning Experiences are chosen for each age range in order to:

- Ensure coverage and progression of the EYFS Foundation Stage and NC for Key Stage 1 and Key Stage 2
- Allow classes to be grouped vertically where necessary so that some subjects can operate on a two-year cycle
- Support continuity and liaison between our school, our feeder Nursery and pre-school and Midhurst Rother College, where the children transfer to for Year 7
- Provide a sound structure on which to base medium-term plans.

The long-term curriculum maps are attached in appendix 1.

Medium-Term Plans

Core Literacy and Numeracy topics are planned for each term from the Primary National Strategy, see attached Literacy and Numeracy Units appendix 2. Core skills in Re, PE and music are planned for using statutory and non-statutory guidance. Curriculum subject areas are planned in detail for each term on a modular basis through specific learning experiences, using the pro-formas in Appendix 3.

Short-Term Plans

Core Literacy and Numeracy skills are planned in detail, day by day, using the weekly pro-formas in Appendix 4, for Early Years a weekly pro-forma is used to cover all six areas of learning as part of the whole learning Experience. For other curriculum areas see detailed Medium Term Plans. For lesson observations teachers use the set format in Appendix 5.

Moderation

Staff select children's work for moderation in-line with Monitoring Framework and SIP. The focus for selection will be predetermined by areas for development in the School Improvement Plan.

For Science AT1 is assessed towards then end of each term, all children carry out an investigation linked to their current learning focus. The work is levelled and moderated using the APP assessment grids.

Mathematics, Reading and Writing work is levelled and moderated using the APP assessment grids

For English a selection of children's work for reading and writing is moderated using NC level descriptors during the summer term.

Moderated pieces of work will be kept in portfolios, these can then be used to refer to for future moderations.

Moderated pieces will be replaced with better examples of that level in 'time', but will not remain for more than two years in the portfolio.

Work Scrutiny

Subject leaders will monitor work across the school on a termly basis.

A work sampling/moderation proforma, see Appendix 6, will be completed by the subject leader for each scrutiny.

Assessments

Children will be assessed through regular teacher assessments throughout the year. These assessments will be recorded at the end of each term.

Assessments in Yrs 2-6 will be carried out during the summer term. For Yrs 2-5 these will be internally marked formal assessments, for Y6 these will be externally marked formal assessments.

The results of YR, Y2 and Y6 assessments are made available to parents and **all data** is made available to other teachers.

The responsibility for marking and recording formal assessments lies with the class teacher and takes place in accordance with the assessment schedule.

In addition to the individual child's record of assessment each teacher must provide the Headteacher/Deputy Headteacher with a copy of the results of the whole class. The next class teacher must also have a similar copy.

Teachers are required to "interrogate" the data from tests. This will involve teachers using test data to group children by ability. Furthermore, teachers are expected to do a test question analysis of data and to use the information provided to form the basis for

future planning. Finally, annually teachers are required to use the results of the data as the basis for comparison against individual pupil targets. The assessment co-ordinator will carry out a whole school analysis of data in the summer term and working with the Headteacher will use the analysis to inform cohort targets for the following year.

Evaluation Criteria

The quality of assessment recording and reporting is to be judged by the extent to which the schools arrangements result in accurate and comprehensive picture of the achievements of individual pupils in relation to National Curriculum attainment targets and against other objectives. The operation and outcome of assessment arrangements should be manageable, constructive and helpful to teachers, parents and pupils and should inform subsequent work.

Evidence

- School assessment policy and guidelines
- Arrangements for National Curriculum assessment and formal assessments are in place
- Procedures for reviewing and monitoring the progress of individual pupils
- Teachers records (inc. APP files), reports, assessment documents including SAT/NCT results, baseline assessment, learning journals
- Arrangements for reporting to parents and parents meetings
- Samples of pupil's work
- Individual education plans
- Detailed short term plans and evaluations
- Comment on how the school analyses test results and adapts strategies to improve performance
- Drawing on evidence any key points for action in relation to assessment, recording and reporting.