Petworth CofE Primary School

Assessment and Record Keeping Policy

As a Rights Respecting School, all our policies are underpinned by the United Nations Convention on the Rights of the child.

Article 28 - *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Reviewed:	July 2020
Next Review:	July 2022
Person Responsible:	Laura Sandon-Webb

Assessment and Record Keeping Policy

Why assess?

Children's progress is closely monitored at Petworth CofE Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning, whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Assessment at Petworth CofE Primary School

Staff at Petworth have worked together to develop an assessment system that takes into account the criteria of the National Curriculum, whilst providing a greater focus on ensuring the children gain a deeper understanding of the learning objectives. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Foundation stage profile

Children continue to be assessed in reception class. Staff will add information to an assessment profile for each individual. The team make a summative judgement six times a year, based on information they gather from learning journals, small group and individual assessments. This information is based on the same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments (Tapestry). Parents and carers are able to contribute evidence of a child's achievements to end of year targets.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May and June. The results of these assessments are reported annually to the parents. The national expectation is that children should aim to achieve their age related expectations (ARE) by the end of their year. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment

We aim to provide feedback to children through marking, so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to self-assess their work, by colouring a smiley face, or by ticking their success criteria. The children are also given the opportunity to comment on their own work. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. *See separate Marking and Feedback Policy for more information*. Children are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on our assessment tracking system, which will be used regularly during the school year e.g. during PPA (Planning, Preparation and Assessment) allotted time. Children are assessed against the following descriptors:

0 Not taught or not assessed
1 Emerging – taught but not secure
2 Almost – nearly at expected
3 Secure- child has met and is secure in the objective
4 Exceeding - exhibits understanding beyond the ARE

The focus of each assessment will usually be a key performance indicator or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teachers to evidence progress. Most assessment information will be collected through observations, information in books, pupil self-assessment and retrieval practice activities.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and Maths. This will be based upon the Age Related Expectations for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teachers, observations and work contained in books. The cohort document will contribute to half-termly Pupil Progress meeting discussions and toward accountability data.

Family consultations

Family consultation evenings take place in the autumn and spring terms for children. If the parents are happy, children can attend the meetings. The parents/carers will be invited in at the end of the summer term to view the children's work and speak to the teacher is they wish.

Reports to parents

In the middle of the academic year parents will receive a written reports based on summative observations by the teachers and targets will be set by the class teacher. These will be reviewed by the teachers in July and shared with the parents / carers.

Inclusion

Petworth CofE Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCo, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Laura Sandon-Webb, SENDCo, is available to provide advice to staff and families. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

Marking and Feedback Policy

Teaching and Learning Policy

SEND policy

Learning Partnerships document