



WILDRIDINGS PRIMARY SCHOOL

ASSESSMENT, MARKING, RECORDING AND REPORTING POLICY

Reviewed by: J. Evans
Date: January 2015

Agreed: (name) **Committee** **Date**

Adopted: FGB Meeting (date) **Minute Ref:**

Philosophy

We believe that assessment is at the heart of effective Teaching for Learning. We encourage the highest possible standards of achievement through our assessment procedures to raise pupil achievement and improve the learning process of all pupils, irrespective of ability, gender or race. By recording pupils' progress, using this to inform our practice and reporting outcomes to parents and other agencies, we aim to achieve the 'best' learning gains for all our pupils.

Wildridings recognises and encourages the following as characteristics of good practice.

Assessment which:

1 Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

2 Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection

3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation
- provides effective and progressive pupil records
- informs regular reporting to parents

4 Uses appropriate and diverse strategies

- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio recording work in progress.
- Examining children's written work.
- Marking children's work, according to the marking policy.
- Teacher devised tests for areas/skills such as spelling, tables.
- Statutory formal assessments
- Other formal assessments and Teacher Assessments (see Assessment Calendar)

5 Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

6 Develops the capacity for Self Assessment

- Shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting appropriate to their age

7 Fosters a shared involvement and responsibility between School and Home.

Success Criteria/ Performance Indicators

Assessment of pupils' work can be considered effective when:

- work matches pupils' needs
- assessment is an integral part of planning, teaching and learning
- teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils
- the level and nature of the pupils' prior attainments inform teaching methods and content
- the pupils' written work is regularly and consistently marked in ways that highlight strengths and next steps, using approaches understood by both pupils and parents
- pupils understand what to do to improve
- the pupils' strengths are consolidated and their weaknesses are addressed; pupils feel a sense of achievement and that their work has been recognised
- the purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge.

Assessment Procedures

- Summative and formative assessment will be used consistently throughout the school year.
- Pupil targets in Reading, Writing and Maths are set annually in July by the Head Teacher and class teacher and reviewed half termly by the class teacher, team leader, subject coordinator and assessment coordinator/headteacher.
- Teachers assess pupils' current knowledge and skills in all areas and plan next steps, making this clear on planning documents. Teachers continue to assess learning throughout their teaching time and through subsequent marking or discussion with pupils.
- Levels should be determined for reading, writing and maths using the Wildridings Assessment Grids.
- Pupils' next steps in learning should be identified and recorded on Next Steps Sheets.
- Teachers will carry out summative assessments each half term. The results of these will be input into School Pupil Tracker.
- End of Key Stage SATs and KS2 formal testing takes place in the summer term in line with guidance from the LA.

- Half-termly Pupil Progress Meetings (PPM) will take place between the Head Teacher and class teacher. Teachers will complete the PPM form in preparation for this meeting to show focus children and planned interventions (see appendix 1).
- Results of standardised tests are entered on the School Pupil Tracker where they can be accessed and monitored by the Subject Leaders, Team Leaders and the Assessment Coordinator/Head Teacher.
- Progress against targets is reported to the Governors' Teaching and Learning Committee.
- Trends in pupil data including performance of vulnerable groups is monitored by the Assessment Coordinator, SENco, and SLT and reported to the Teaching and Learning Committee and the full Governing Body.

Summative Records giving a level for all foundation subjects are completed annually and recorded on School Pupil Tracker.

Types of Assessment

Summative is assessment of learning. It is used mainly to measure performance and identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests

Formative is assessment for learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples :

- Class work
- Home work
- Questioning and Oral Discussion
- Presentation
- Short Recall Test

Self assessment encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning objectives and targets
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and targets/next steps for future progression
- Fostering a self reflective learning culture
- Encouraging independence in learning

Examples:

- Discussion
- Sharing targets and monitoring them
- Pupil response eg smiley faces, thumbs up, thumbs down, traffic lights

Reporting to Parents

Reports

It is our policy to provide an annual written report to all parents in the Summer term. Parents and children are encouraged to make a comment on their report via the reply slip.

Parents Evenings

It is our policy to report on children's progress to parents in the Autumn and Spring terms. Parents and children are invited to consultation evenings with their child's teacher to discuss their progress. During these meetings, parents will be given a copy of their child's Tracking Line (see appendix 2) to show attainment and progress so far that in reading, writing and maths.

Parents may request an appointment to discuss their child at any stage in the term.

Transfer Records

On transferring to a new school up-to-date pupil records are forwarded within 15 school days of the pupil leaving. However if possible this should be achieved sooner than the 15 days. Where a pupil has been with our school for fewer than 4 weeks we do not need to complete our own record but must pass on the records forwarded to us.

Transfer Records must include SAT's results as applicable and teacher assessment across the curriculum (summative records).

Record Keeping

The Following Records should be kept:

Individual Teachers Records

Formal results should be recorded on School Pupil Tracker. Pupil progress should be tracked and the PPM form completed as set out in the Assessment Calendar to show implications and interventions.

Other individual records will vary from teacher to teacher but may include where appropriate weekly test results, other test scores, comments on individual pupils, log of incidents and any action taken as a result, planning and schemes of work. Information should be recorded, where appropriate, on the School Pupil Tracker / Pupil Diary and the Intervention File.

School Records

Pupils' Confidential folders should contain:

- Foundation Stage Profile Scores
- Summative Records.
- Pupils' reports
- Medical records
- Reports from outside agencies e.g. TASS, LAL
- Correspondence

Special Needs Records

Procedures are in place to monitor and review the progress of individual pupils with Special Educational

Needs (see also the Special Needs Policy).

These should also be kept in the Intervention File and may include copies of:

- Reports from other professionals
- IEP's
- Statements of SEN / EHCP
- Correspondence with LA.
- Correspondence with parents
- Results of Diagnostic tests

It is vital that all records in this category are maintained on a regular basis so that progress can be carefully monitored and support can be requested and given where ever necessary. The school SENco's will also maintain records of all children on the SEN register. The pupil diary on School Pupil Tracker should be used to record specific details/notes.

Marking Policy

The marking of pupils' work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all staff within a whole school approach. Positive marking and feedback which recognises pupil achievement, highlights both strengths and areas for development and provides clear guidance for improvement is encouraged.

Effective Marking helps to:

- recognise pupil achievement
- monitor pupil progress
- diagnose problems in learning
- provide feedback re progress
- provide clear guidance for improvement (next steps)
- motivate and encourage pupils
- record and report pupil attainment
- assist in evaluation and planning

Work should be marked:

- promptly, sensitively, regularly and consistently by the teacher or TA who takes the lesson/group
- in depth with the children in guided group or 1:1 sessions to allow for learning discussions to occur between teacher and child
- in accordance with the school marking code (see appendix 3)
- according to shared learning objectives, next steps or individual targets
- for improvement, using constructive commentary/examples to ensure the pupils understand their achievements and know what they need to do next to make progress
- with the child on a one to one basis where possible and where appropriate
- using child friendly language

Children should be given time to review and respond to marking whenever possible.

Roles and Responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Headteacher
- Assessment Coordinator
- Team leaders
- Subject Leaders
- Governors' Teaching and Learning Committee

Headteacher and Assessment Coordinator

It is the responsibility of Headteacher and the Assessment Coordinator to:

- review, monitor and evaluate all aspects of the assessment policy within the context of whole school improvement planning and self evaluation.
- monitor compliance of assessment procedures and impact on learning.

Team leaders

It is the responsibility of Team leaders to apply and embed the principles of the school assessment policy within their own teams.

Good practice can be clearly identified through:

- consistent team planning
- assessment tasks fully integrated with Schemes of Work
- shared learning outcomes
- standardised marking and constructive feedback
- assessment data used to inform teaching and learning
- assessment data regularly and consistently recorded, and reported on
- regular self assessment by pupils and staff

Subject Leaders

It is the responsibility of Subject Leaders to:

- monitor implementation of school assessment policy;
- monitor their subject through assessment data, school walks, book scrutinies etc
- liaise with Team Leaders/class teachers/SENco re individual pupil support as appropriate and monitor interventions
- report to SLT/Teaching and Learning Committee

Class Teachers

It is the responsibility of Class Teachers to:

- collect and use assessment information as laid out in this policy;
- liaise with HT/Team leader/Subject Coordinators/SENco concerning individual pupil progress
- report to parents as required re individual pupil progress

Teaching Assistants

It is the responsibility of TAs to:

- mark work in accordance with the marking policy
- complete next step sheets to feedback pupil progress to the class teacher
- liaise with the class teacher concerning individual pupil progress

Governors

It is the responsibility of *Governors* to:

- monitor pupil progress;
- challenge the school regarding pupil progress as necessary;
- support the school in evaluating the impact of interventions

Review

This policy will be reviewed every 2 years or in the light of changes to the legal requirements.

Reviewed by Julia Evans

January 2015

APPENDIX 1

Pupil Progress Meeting Template

Class _____

Use pupil Tracker to identify the ATP (Average Tracking Points) gains to date for the following groups of pupils (expected progress is 1 for KS1 and KS2):

No of pupils	Reading	Writing	Maths
All pupils			
Girls			
Boys			
SEN			
EAL			
FSM			

Who are the underachievers identified last half term and how are they progressing? Explain interventions you have in place to meet the necessary differentiation of needs (Eg next steps planning, extra reading groups, TA support)

	Child	Intervention given	Progress	Further action
Writing				
Reading				
Maths				

Identify pupils who are underachieving. What barriers are stopping them learning? What interventions do you plan for this half term to address their issues?

Do parents need to be alerted?

	Name	Barrier to learning/progress	Action
Writing			
Reading			
Maths			

Consider why some pupils have exceeded expectations – what worked for them?

	Name	Progress made	What worked?
Writing			
Reading			
Maths			

Fast Track Pupils

Copy the names of pupils who have been given targets to make accelerated progress this year. Monitor progress each half term against the expected progress so that you can address any slippage immediately. **Remember that these are the children who will make the difference to your/our %.**

	Name	Previous level	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year target level
Writing									
Reading									
Maths									

Name:

Date:

General Notes

Level at end of Y4

Current level

Target for end of Y5
expectation

National end of year

Writing

Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S
Emerging	Developing	Secure												
Y1	Y1	Y1	Y2	Y2	Y2	Y3	Y3	Y3	Y4	Y4	Y4	Y5	Y5	Y5

Reading

Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S
Emerging	Developing	Secure												
Y1	Y1	Y1	Y2	Y2	Y2	Y3	Y3	Y3	Y4	Y4	Y4	Y5	Y5	Y5

Maths

Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S
Emerging	Developing	Secure												
Y1	Y1	Y1	Y2	Y2	Y2	Y3	Y3	Y3	Y4	Y4	Y4	Y5	Y5	Y5

The marking code will be shared with the children and displayed in all classrooms.

/	Finger space missing
Highlighted	This is particularly good
---	This is not quite right/needs to be changed
^	Words/letters left out
☺	I have used/met my target
↑	Add more detail/extend
_____	Check spelling
□	Check for fullstops /punctuation mark missing or in the wrong place
C □	Capital letter/full stop needed
()	Is this bit necessary?
//	New paragraph
↗	Next step...