

Manor Beach Primary School

Policy for Assessment, Recording and Reporting

This policy works alongside the school's Marking, Feedback and Presentation Policy

Aims of Assessment, Recording and Reporting

At Manor Beach Primary School we recognise that assessment is an integral part of teaching and learning and is essential in fulfilling the school Mission Statement

'Inspiring Minds, Shaping Futures'

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It is agreed that if Manor Beach is to be successful in providing a learning experience for all its pupils, which meets individual needs, promotes pupil involvement, takes account of continuity and progression and meets statutory requirements, teachers need to develop common approaches to curriculum planning, assessment, recording and reporting achievement.

Our assessment helps the child by:

- Motivating and involving them in their progress.
- Raising the child's own expectations and increasing their self motivation.
- Identifying and improving the quality of learning
- Highlighting strengths and difficulties.
- Praising achievement and making teacher expectations clear and consistent.

Our assessment helps the teacher by:

- being consistent and useful
- processes being based on clear criteria agreed through school and supported by moderated examples.
- informing future planning to reflect the needs of individuals (children who are falling behind and children who are exceeding their age related expectations).
- giving us reliable information to form judgement

Our assessment helps the parents by:

- highlighting the child's progress
- identifying Special Educational Needs and explaining how support will be given
- providing opportunities to review and discuss their child's achievements and progress.
- involving them in helping to meet learning targets

The Assessment Process

What is assessment?

Assessment at Manor Beach follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored and disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning

In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum 2014. This is organised into yearly age related expectations on the Lancashire KLIPS (Key learning Indicators of Performance)

Teaching Strategies and Learning Opportunities

At Manor Beach we recognise that children learn in different ways and thus we address differing abilities and strengths through a variety of activities, materials, teaching styles and learning styles. Within a class, activities are devised for different groupings of children such as pairs, groups, whole class. We recognise that such approaches help in giving all children opportunities to demonstrate their potential and reflect our policy of equal opportunities. In English and Maths we use the Lancashire support materials to enhance our learning activities

Differentiation is a deliberate process of intervention in the classroom to maximise potential according to the needs of a child or group of children. This includes pupils perceived as having Special Educational Needs. At Manor Beach children take part in a wide range of activities to develop a flexible approach to their own learning and activities are differentiated to meet the needs of the children.

We are also committed to involving children in the assessment process by developing their self assessment skills. This is undertaken continuously when teachers comment on children's work to point the way forward which can be verbal or in a written format. The learning objective of each lesson is clear and displayed in a prominent place so the children are aware of our expectations and evaluate their own performance. See Marking Policy

Formative Assessment

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking Feedback and Presentation policy (Appendix). At Manor Beach we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

At Manor Beach, teachers assess all children in their class on a regular basis so they can plan the next stage in each child's learning. We observe children continuously, discussing with them, marking and responding to work. (See Marking Policy) These formative assessments help us to suggest ways forward, help a child to understand an activity or concept and provide reinforcement where appropriate.

Pupil progress interviews between teachers and their pupils happen once each term. The purpose of these meetings is to discuss learning with the children and to establish how they feel they are doing in relation to their learning. It also provides an opportunity for the teachers to give some face-to-face advice to the children about their learning based upon their progress so far.

Pupil progress meetings between class teachers and Deputy and Headteacher happen at the end of a term. These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling

behind are also identified; the Head and Deputy are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

Summative Assessment

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time.. Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate. The school uses a range of summative tools

- Young's Spelling Test (Y2-Y6)
- Reading Test Schonell
- KS1 and 2 SATs (Y2 and Y6)
- Judgements in EYFS
- Comprehension and Maths Assessments termly for Yr1-Yr6
- End of unit - Music, RE, ICT Integrated task
- PIVATS

Diagnostic Testing

Diagnostic assessments are undertaken by the teacher to identify strengths and weaknesses of individual children through

- individual programmes of work, PIVATS, Specific tasks e.g. Toe by Toe, Reading Tests
- Foundation Stage Profiles

Additional diagnostics assessments are undertaken by the SENCO and specialist teachers where required.

Recording

Recording needs to be continuous, manageable and useful. The school has a monitoring schedule in place showing when in the year assessments should be carried out in each year group. (see appendix)

The purpose of recording is to:

- Help teachers monitor children's progress
- Motivate children by recognising achievements and celebrating this with the child.
- Document Evidence
- Inform Planning
- Form a basis for reporting to parents

Targets

Interventions are planned for all children where specific targets are set but additional time is given to Pupil Premium children to close the gap or extend learning.

Foundation Stage

Foundation Stage teachers make ongoing assessments which form a judgement against Development Matters Half termly. This is recorded in Lancashire Tracker.

Assessment Files

Each Intake has an assessment file where interventions, scores of tests and of year data is stored. This is then passed up to the following year group.

Tracking and Analysis Procedures

At the end of each term staff input their judgements from KLIPs on each child for Reading, Writing and Maths into the Lancashire Tracker. This provides detailed feedback to the staff and illustrates who is on track in all three subjects. KS2 staff also use the NFER tests termly and input the results to provide question level analysis. This then informs future learning opportunities.

Results from internal tracking systems are analysed at the end of each term to identify children not on track or those making more progress. The progress of different groups of children is tracked. (SEN, FSM, LAC, AG&T, Gender and mobility) This information is then presented to governors at SEC (Standards and Effectiveness committee) where it is discussed, questions asked and future plans discussed.

Comparisons against national results and key documents provided by the DFE are analysed (ASP)

Reporting

To Parents

In July, parents receive a progress report with a record of their child's attendance. The core areas are commented upon in detail and general comments about progress in the Foundation subjects are made. A general comment based on progress, attitude and motivation is made at the end. All parents sign a slip to show the report has been received. Parents have the option to contact school to discuss the report if they wish. This is stated in the covering letter.

Two parent's evenings are held in a school year to report on the child's progress.

- October and March/April

During this evening the teacher will talk through the progress a child is making and discuss any targets which have been set.

SATs results for Year 2 and Year 6 are reported to parents at the end of the academic year following the statutory guidelines.

To other schools

When a child transfers to another primary school the following information is gathered:

- SATs Information sheet for Yr2 SATs/Optional SAT results
- Current exercise books if transferring within Lancs LEA
- SEN information
- Child Protection issues
- Copies of Reports

Secondary School

When transferring to secondary school a statutory transfer form, SEN information and SATs results are sent.

To the next class teacher

At the end of the summer term time will be arranged to allow the current class teacher to meet with the next class teacher to discuss the children, work covered, general progress and future targets. (See guidance sheet)

Subject Leaders

- Opportunities for assessment with their subject need to be identified and reviewed/evaluated regularly.
- Core subject leaders need to liaise with the Assessment subject Leader and SLT in evaluating attainment in their subject area and setting targets for raising achievement.

This policy is to be reviewed May 2021

Assessment Co-ordinator H Davies _____ May 2019

Headteacher J Mason _____ May 2019

This policy is in accordance with Manor Beach's mission statement and aims and links with all other subjects policies and SEN provision. It takes account of legal requirements, OFSTED, indicators of good practice and national/LEA initiatives.