



## Pulford V. A. Lower School

September 2019

### Policy for Assessment, Marking, Reporting and Recording

#### Rationale

We believe that assessment has a vital role to play in a successful strategy for teaching and learning. It provides, for both teachers and pupils, a reliable guide to strengths and weaknesses, whilst also highlighting achievements and giving insights into route ways for continuity and progression. Assessment should be both manageable and useful in planning future work. The new Programmes of Study set out what should be taught at the end of each Key Stage. Schools are able to introduce their own approaches to formative assessment. Assessment will both fulfil the legal requirements placed on us by legislation and provide parents and colleagues with all essential and appropriate information. The school has devised its own system of tracking pupils' progress which fits into regional and national data collection.

The NAHT designed a set of underpinning principles for assessment which the school has adopted:

1. Assessment is at the heart of teaching and learning.
  - a. Assessment provides evidence to guide teaching and learning.
  - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
  - a. Assessment is inclusive of all abilities.
  - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
  - a. Assessment outcomes are used in ways that minimise undesirable effects.
  - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
  - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.
  - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
  - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
  - a. The purpose of any assessment process should be clearly stated.
  - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
  - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
  - a. Judgements are formed according to common principles.
  - b. The results are readily understandable by third parties.
  - c. A school's results are capable of comparison with other schools, both locally and nationally.
6. Assessment outcomes provide meaningful and understandable information for:
  - a. pupils in developing their learning;
  - b. parents in supporting children with their learning;
  - c. teachers in planning teaching and learning.
  - d. school leaders and governors in planning and allocating resources;
  - e. government and agents of government.
7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

The staff and governors have designed this Assessment, Recording and Reporting Policy to reflect these underpinning principles.

**The Principles of Assessment at Pulford:**

- diagnostic
- summative
- formative
- evaluative- useful to colleagues in our own school and in respective middle schools
- underpinned by a sufficient body of evidence
- consistent throughout the school and supported by agreement trialling
- able to recognise achievements outside the national curriculum
- manageable, meaningful and moderate in all respects

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**Diagnostic** to assist with the detection of strengths, weaknesses and specific learning difficulties. Action may then be possible to remedy problems identified. Some specific test may be administered to assist with this process such as the BEAM diagnostic tests.

**Summative:** to provide a ‘point in time’ picture of what the child can do. Assessment of learning (summative assessment) involves judging pupils’ achievements against national standards. Teachers may make these judgements at the end of a term, of a year or of a key stage; in some year groups these judgements are derived using formal tests, including SATs tests.

At Pulford, the staff and governors understand that the Government has laid out the expectations of what children need to achieve by the end of each year; this understanding has been used to develop curriculum planning and related assessment documents organised by year group. The assessment criteria in the documents provide short, discreet, qualitative and concrete descriptions of what pupils are expected to know and be able to do.

If a child achieves all of the Key Performance Indicators (KPI’s) for their particular year group, they are deemed to be working at an ‘expected’ level; the table below demonstrates how children will be assessed if they are working well below, at, or well above the ‘expected’ level:

Level	Pre-Key stage standards =0	Emerging =1	Expected =2	Embedded =3
Description	P-levels are no longer used. Pulford levels and pre-key stage standards 1-4 are used	The objective has been taught but the child is only beginning to demonstrate evidence of a basic understanding.	Achieved the KPI’s for that year group with a sustained and consistent understanding and can show a level of reasoning.	The child can demonstrate the learning consistently and independently. They can explain and reason explain and justify their learning.

**Formative:** children receive feedback and take an active part in their own learning. This type of ongoing day-to-day assessment is based on how well children fulfil learning intentions; these assessments are then recorded and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children. The marking criteria / next steps to learning reflect the differentiated outcomes. The use of assessment in this way leads to children understanding the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

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**Evaluative** so that information about the effectiveness of the curriculum, teaching and organisation may be gathered to assist with planning for continuity, progression and efficiency.

**Strategies used:**

- The Foundation stage liaises with the Pre-School unit and other pre-school provision. This gives the Early Years team a good understanding of a child's capabilities on entry. This is combined with the formal baseline assessment- the NFER. Tapestry is used with parents to inform next steps. Assessment data is stored electronically on the school's tracking system.
- Phonics check at the end of Year 1
- SATs papers are taken at the end of year 2. Teacher assessment of speaking and listening and Science is un-changed.
- Pre-Key Stage Standards are used for summative assessment for pupils working below the overall standard of the national curriculum tests and teacher assessment frameworks at Key Stage 1 (these replace P Scale 5-8), for reading, writing and maths, and above P Scale 4. If a pupil is working below the National Curriculum standards, teachers should report their outcomes using P scales one to four (to be revised by Standards and Testing Agency 2020/21).
- Throughout the school, teachers make observations across the curriculum about individual pupils. They identify those who greatly exceed the objectives in any given area and those who require remedial work in order to succeed. Extension work to broaden and deepen their understanding is provided for the most able children. Specific intervention programmes are used for the less able where applicable. Our pupil premium children benefit from a personalised learning programme which is supervised by the SENDCo. A detailed provision map covers how additional funding is allocated. This assists with the maintenance of accurate Special Needs and More Able Registers.
- Detailed group reading records are maintained for all pupils.
- Assessments for literacy and numeracy are used termly in all N.C. year groups.
- R.E. is levelled and targets set at the end of each unit of work.
- The evidence base for most assessments is maintained in the class assessment folder for numeracy or literacy. Teachers put tracking results on the electronic storage system, SEN,PP and G&T needs can be highlighted on this.
- The SLT, Key stage leads, the Assistant head and subject co-ordinators for literacy and numeracy monitor children's progress. Peer mentoring programmes for all teaching staff ensure a wide range of observations for all subjects.
- Many lessons incorporate assessment for learning techniques and a plenary session with opportunities for assessment
- Requirements and detailed guidance for the phonics test and end of key stage assessments are published each autumn in the DCSF/QCDA End of Key Stage assessment and reporting arrangements booklets, we respond to these.

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## **Roles and Responsibilities**

- Class teachers are responsible for carrying out assessments for their class.
- The Headteacher is responsible for ensuring continuity in assessment procedure throughout the school; delegating assessment areas to relevant staff; ordering and distributing SAT materials; leading moderation meetings alongside curriculum co-ordinators in core subjects to ensure consistent levelling of children's work; analysing results of statutory assessment and ensuring that these inform target setting; monitoring individual pupil progress.
- The Headteacher has overall responsibility for assessment to ensure that both statutory and non-statutory assessments are being carried out.
- The Key Stage leads and subject co-ordinators for Literacy, Numeracy and Science monitor written work throughout the school so that appropriate differentiated targets and objectives are set and that work is as outlined below.
- School Improvement Partner provides target setting guidance.
- Governors review Assessment Policy document.
- Parents are given the opportunity to discuss pupil progress during termly parent evenings and they receive an interim and end of year written report on their child's progress.
- Pupils receive on-going oral and written feedback about their progress. They review their own achievements according to the marking policy.
- School must have in place arrangements for ensuring consistency in standards of judgements being made within the school.
- Headteacher ensures assessment arrangements are being carried out.

## **Marking**

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that the most effective way of marking is through dialogue. The purpose of marking is: to assist learning; to provide information for assessment; to encourage, motivate, support and promote positive attitudes; to inform planning; to promote higher standards; to correct errors and clear up misunderstandings; to recognise achievement, presentation and effort ; to provide constructive feedback; to show pupils that we value their work.

Marking should be: constructive; child friendly and appropriate; related to needs, attainment and ability; related to specific criteria/learning objectives which the pupil should know in advance.

At Pulford we follow a broadly consistent practice throughout the school. However, the method chosen varies with the piece of work. Individual teachers may choose to highlight good work or areas for improvement in line with a particular class focus or

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provide pupils with opportunities to assess their own work and that of others. Teachers may use green for growth and tickled pink for one piece of work but, for example a spelling test, just tick the correct words or underline the incorrect part of a word. Work should be marked as quickly as possible i.e. same day or next day.

Work should be marked in blue or black pen or pencil or green or pink highlighter, red should not be used. Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Next steps for learning should be highlighted as appropriate.

Comments from the child are to be encouraged and time should be given for them to review their last piece of work and respond.

Rewards are important to children and will be in the form of green leaves/apples flowers for Friday assembly or certificates, or end of year awards. House points, L.O. achieved stamps etc. may also be used by individual teachers.

We will ensure that these guidelines are being used consistently throughout the school by occasionally sampling marked work. This will be done by curriculum co-ordinators or during staff meetings.

### **Using and Analysing Assessment Data**

- Assessments in Literacy and Numeracy are used to inform planning and group and individual target setting. Children and parents are made aware of their targets.
- Statutory and optional assessment data is used to set targets for individuals, groups, classes and cohorts and to track progress.
- Ability groups for Literacy and Numeracy are based on assessments. These groups are reviewed termly or as required, according to performance in assessments carried out and based on the teacher's professional judgement.
- Evaluation of medium term plans allows improvements to be made for the next cycle.
- Short term evaluations in Literacy and Numeracy are used to inform planning in subsequent weeks as well as feeding into medium term evaluations.

### **Reporting to Parents**

There are three main ways in which reporting to parents is achieved:

(a) through an informal, on demand system. This is achieved by operating a modified 'open door' strategy which provides parents with immediate access to staff in order to deal quickly with low level issues and concerns. For more serious problems or in-depth enquiries, parents are encouraged to seek an interview appointment.

(b) via three open evenings held at strategic points during the school year. The initial meeting takes place after the Autumn half term and is fairly informal with a wide

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agenda. The second is after the Spring half term during which parents are invited look through the work that the children have done. The third occurs towards the end of the Summer term which parents attend with their children to celebrate progress during the year. Informal chats with the teachers are available, if however, a parent feels they need a private word with the teacher this can be arranged at a mutually convenient time. Targets are shared with parents at the first two open evenings.

(c) with an interim report taken from the tracking system with an effort grade which is sent out twice during the year and a full annual written report covering all areas of the National Curriculum which is sent out to parents in late June just prior to the final open evening. Children's attainment, for example in the phonics tests or SATS results are communicated at this time. The timing of this report is important because parents need some time to read and digest the contents prior to the final open evening.

The written report in tandem with the face-to-face consultation can cover every aspect of a child's development and so enables an entirely individual and personal profile of each pupil to evolve, which properly reflects every dimension of that individual.

For Year 2 pupils there is an extra dimension to the written report in that the results of end of Key Stage 1 Teacher Assessments are given. For Year 1 pupils the end of year Phonics Check results are also communicated in the same way. For the Foundation Stage, the reporting software is not used at present. The F.S. report on the Areas of Learning and Development (Prime and Specific) which are their Early Learning Goals and they also report on their Characteristics of Effective Learning.

### **Reports and Records to other schools**

- Reports are sent to receiving schools on transfer. The SENDCO hands up to receiving middle school SENDCOs in the summer term. Regular liaison takes place between the Year 4 teacher and the receiving Middle Schools. Assessment data, using G2, is transferred via the local authority. Personal folders are sent to middle school.
- Internal transfer: regular key stage meetings ensure time is available to discuss each pupil prior to starting a new class; Teaching assistants hand up their groups in dedicated time; Individual Education Plans are transferred; achievement and target data are passed to the next class via Integris.

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**Monitoring and Review**

- The Senior Leadership Team is responsible for monitoring the implementation of this policy.
- This policy should be read in conjunction with the More Able and Talented policy; the Pupil Premium policy; the Learning Support Policy.

Policy endorsed by the Governing Body on .....

Signed .....Chair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of race, creed or gender.

The policy will be applied regardless of culture, faith or belief.

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