



Respect for all. Learners for life

Lister Infant School

Assessment, Recording and Reporting

October 2015

ASSESSMENT FOR LEARNING: RECORDING AND REPORTING	AT&L Committee
OVERVIEW	
<p>Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This policy outlines the purpose, nature and management of assessment, recording and reporting in our school. Its implementation is a whole school responsibility. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.</p>	
ENTITLEMENT and STATUTORY REQUIREMENTS	
<p>Reception: All children are initially assessed and given a baseline and then regularly assessed using the Foundation Stage Learning Profile.</p>	
<p>Years 1: Teacher assessment identifies the levels achieved by each child in English, Maths and Science. In June all pupils in year 1 sit a phonics screening check.</p>	
<p>Year 2: Standardised tasks administered in accordance with national guidance are used to confirm the teacher's assessment of each child's attainment in English, Maths and Science. Those children who did not pass the phonic check in Year 1 retake the test.</p>	
INCLUSION	
<p>Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified assessment, recording and reporting procedure.</p>	
AIMS	
<p>Our whole school assessment systems are used effectively to ensure that:</p>	
<p>Every child receives the personalised support they need to be motivated independent learners on an ambitious trajectory of improvement.</p>	
<p>Every teacher ensures that every child:</p>	
<p>Knows:</p>	
<p>What they have to learn and what success looks like: Learning objectives, criteria for success, curricular, group and personal targets.</p>	
<p>How they are doing, what they need to do to improve and how to get there.</p>	
<p>That they have a responsibility for their own learning and to support the learning of other children.</p>	
<p>That they have a responsibility to engage in peer and self assessment in an age appropriate manner</p>	
<p>Benefits from forward planning with respect to:</p>	
<ul style="list-style-type: none"> • Designing opportunities for learning • Setting targets which build on prior learning, particularly for pupils not fulfilling their potential • Planning interventions to support children's needs. • Classroom organization • Setting and sharing of learning objectives • Effective questioning and dialogue which develop their thinking skills and to learn from each other. • Effective discussions, questions and tasks that elicit evidence of learning and enable teachers to make rigorous and accurate judgements about pupils' attainment. • Specific and positive oral and written feedback which moves learners forward • Tracks the improvement and progress of children towards their targets 	
Parents and Carers:	
<p>Know how their child is doing, what they need to do to improve, and how they can support their child and their teachers.</p>	
STATUTORY ASSESMENT	
Early Years Foundation Stage	
<p>Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals.(ELG) At the end of the year children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development. (GLD)</p>	
<p>From September 2015, all children entering Reception will have to take part in a baseline assessment. This will be used to assess the progress of children who enter Reception year. The baseline assessment will score each pupil against the typical expectations for children at the start of the Reception year. It will be linked to the learning and development requirements of the Early Years Foundation Stage (EYFS).</p>	
Statutory Phonics Screening Check Year 1	
<p>In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.</p>	
Statutory Assessment at the end of Key stage 1 - Year 2	
<p>Year 2 children will be assessed against the end of key stage performance descriptors for the 2014 National Curriculum. Children in year 2 will complete test papers and tasks which will be used to inform teacher assessment.</p>	
<p>Year 2 children will complete reading tests, maths tests based on arithmetic and reasoning (problem solving) and spelling, punctuation and grammar. Children will be reported as 'working towards the standard', working at the expected standard' or working at 'greater depth within the expected standard'.</p>	
STRATEGIES	
<p>In order to achieve our aims our school:</p>	
<p>Implements a cycle of analysis, action, monitoring, evaluation and review which ensures that Assessment for Learning is:</p>	

- A key professional skill, central to classroom practice, which is supported through continuing professional development
- A driver for effective planning which focuses on how children learn
- Uses day to day formative assessment for learning to provide a wide range of evidence of learning in specific contexts which:
- Promotes our children's understanding of their learning goals and success criteria
- Helps our children to know how to improve, involves them in their learning and supports their progress
- Develops the capacity of our children for self-and peer assessment
- Fosters motivation
- Recognises all educational achievement
- Is sensitive and constructive
- Implements periodic summative assessments which provide a clear profile of our children's achievements across a whole subject and inform and shapes future planning and targets for improvement.
- Facilitates diagnostic assessment: where regular short term assessment indicates a significant difference in an individual's performance when referenced against peer or age standardised criteria.
- Reports these judgements to parents and carers at key transitional points: e.g between year groups and at end of Key Phases.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school and local schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

Recording

Assessment for Learning: Regular feedback to children, recorded in individual workbooks, celebrates targets achieved and identifies what children now need to do next to further improve their work.

Summative Assessment: Termly summative assessments for English and Maths are made using the Reading, Writing and Maths interim assessment standards. These assessments are entered onto each year groups Target Setting and Tracking system.

End of topic summative assessments for science and the foundation subjects are made against the performance descriptors statements Each child is given a level and copies are given to the relevant subject co-ordinators to enable them to monitor and evaluate attainment in individual subjects.

Diagnostic Assessments: Are recorded on whole school pro forma and are passed on to the next teacher. Copies may be circulated to relevant learning support staff.

SEND Records: Are updated regularly and shared with children, parents and relevant staff.

Reading Records: These are kept for each child and class and are completed half termly and passed to the English lead for analysis so intervention support can be planned and targets given. At the end of the year they are passed onto the next year teacher.

Additional Information Sheets: Are completed for individuals/groups as appropriate and passed on to the next year teacher.

Records of Achievement Folders: Are updated at the end of each term and passed on to the next teacher.

Medical Registers: These year group registers record those children with physical/medical problems. They are reviewed termly and passed on to the next teacher.

All of the above contribute to the class assessment file(s).

Tracking Pupil progress

As a school we have a school proforma to record pupil data and track progress. We record information on pupils' attainment three times a year for reading, writing and maths in Year 1 and Year 2 and Foundation Stage report on all 17 Early Learning Goals.

Before the data is entered, a sample of pupils work is moderated in year groups, across a key stage or across the whole school.

Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE or working towards a good level of development. Interventions are then planned and evaluated.

Senior leaders, subject leaders and the SENCO all produce an analysis of the data to review progress for their specific area of responsibility.

Transfer of Assessment Documents

Within the last full week of the Summer term class assessment files are handed over to the next year teacher during a hand over meeting.

Reporting: Apart from teacher's informal records, all school files and records are open documents, to which parents have access on request.

Reports: Written reports, which fulfil the legal requirements prescribed by the Education Reform Act, are sent home two weeks before the end of the school year. These are positive and affirmative and give a clear picture of attainment in each subject together with guidance or targets to encourage children in their future efforts. Reports are handed to the Headteacher for approval and signature at least one week before the date on which they are to be distributed to parents. Copies of end-of-year reports are stored in a secure electronic format.

Parents Evenings: Parents Evenings are held in Autumn and Spring term.

Autumn term Meeting: Meet the Teacher meetings provide parents with an overview of how their child has settled, the curriculum, expectations and targets within their child's new year group.

Spring term Meeting: Provides an opportunity for teachers to inform parents about their children's progress towards the attainment of these

targets.

Summer term: Following the distribution of end of-year reports, parents are given the opportunity to make an appointment to meet with the teacher to discuss both their children's progress over the year and their end of year written reports.

Reporting to Governors- Each term Governors receive a data report from the Headteacher comprising of attainment and progress data, including vulnerable groups.

OUTCOMES

All teachers make regular accurate judgements of pupils' attainment and use these to forward plan to ensure all pupils make good or better progress.

Every learner knows how they are doing, understand what they need to do to improve and know how to get there.

All parents know the progress and attainment of their child(ren) in comparison with national norms.

MONITORING, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books.
- Termly pupil progress meetings with the Headteacher.
- Lesson Observations.
- Conversations with children.
- Information from Parents.
- Governor meetings.

Policies attached to Assessment

Marking and Feedback

Monitoring

Date adopted	Oct 2015	Review Cycle	Annually	Last Reviewed	Oct 2015	Version	1
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