



Buckstones Community Primary School

Policy for Assessment, Recording and Reporting

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BUCKSTONES PRIMARY SCHOOL
POLICY FOR ASSESSMENT, RECORDING AND REPORTING

Rationale

The assessment, recording and reporting of pupil achievement involves all the teachers and is seen as part of a whole school strategy, supported by the governing body. It should be a continuous process designed to monitor progress and raise standards.

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery of the curriculum to be more effective, thereby raising attainment for every child.

This policy outlines the purposes and procedures of assessment within Buckstones Primary School.

Principles of Assessment

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve all children with self assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To be diagnostic, providing more detailed information about individual children's strengths and areas for development, thereby identifying children who may need additional help or intervention programmes
- To inform parents and governors of children's progress
- To complete a critical self-evaluation of the school allowing the school and individual teachers to evaluate how effective their teaching is.

Guidance for Planning, Assessing and Reporting

Key Personnel: Roles and Responsibilities

Head Teacher

1. Quality assurance
2. Highlighting the role of A.R.R. in the School Development Plan
3. Identifying funding, needs and resources
4. Dissemination of information to the Parents and Governors
5. Monitoring and analysing data

A.R.R. Co-ordinator

1. Co-ordination of formal and informal assessment, recording and reporting.
2. Attending appropriate courses and ensuring the dissemination of information from such sessions.
3. Planning and organising in-school standardisation sessions and re-developing the school portfolio.
4. Keeping up to date with local and national developments relevant to assessment, for example the publication of exemplification materials and changes in the administration off end of Key Stage Assessments.
5. Liaison with subject co-ordinators within school.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils know how well they are doing and what they must learn to help them improve.

The role of the classteacher

1. Responsibility lies with each teacher in the identification of learning objectives and assessment opportunities at the medium and short term planning stages, differentiating objectives for SEND where appropriate.
2. To use day to day, on-going assessment to inform planning of the next steps in learning.
3. Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make.
4. Set challenging targets on a regular basis and discuss these with pupils.
5. Share these targets with parents to include them in supporting their child's learning.
6. Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
7. Mark work so that it is constructive and informative in accordance with the marking policy.
8. Use a variety of assessment for learning strategies including:
 - working walls
 - success criteria
 - self and peer evaluation
 - discussion and talk based
 - a variety of different types of questioning

Guidelines for Curriculum Planning

Long Term

The school is currently following the New National Curriculum (2014).
An overview of the school's curriculum map for each year group will be shared via the school website.

Medium Term

Medium term plan objectives for English and Maths are shared on the website and are divided into half terms.

The medium-term plans for all foundation subjects will include the following headings:

- Title in the form of a question Y1-6 for subjects like History, Geography and R.E.
- Title for Reception
- Vocabulary linked to the topic
- Link to the national Curriculum
- Skills
- Links to other subjects
- Exciting books/music/poetry
- Famous people
- First hand experiences
- Lesson plans
- Evaluation

Short Term

Short term planning for maths and English is done on a daily basis using the template below.

Week beg:	Monday	Tuesday	Wednesday	Thursday	Friday	Notes/Evaluation
Maths. inch: Starter, main activity with reference to problem solving and reasoning activities, plenary.						
English incl: grammar, spelling, punctuation, writing, reading comprehension, handwriting.						

The short term plans for the foundation subjects are included on the medium term plan in the section headed: lesson plans.

Guidelines for Assessment - Whole School Procedures

Assessment in the Foundation Stage

On entry to the school, children will be formally assessed using the Baseline Assessment. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed throughout their Reception year using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments across the prime and specific areas of learning. Each child's typical developments and achievements are recorded in the Profile.

Standardisation

As part of the Curriculum Development process, staff will meet together with the staff from St. Mary's on a termly basis to standardise pieces of work from Reception - Year 6. The work is shared with other members of staff and a consensus of opinion is reached about the standard of that work. As the meetings focus on a particular subject area, or a particular attainment target, the work shows a valuable means of progression across the Key Stages, as well as the means of monitoring standards throughout the school. Any standardised work from the two schools will be placed in the School Portfolio.

The School Portfolio

The development of the school portfolio is seen as a demonstration of the school's standardisation of judgements in on-going teacher assessment. It has promoted staff discussion concerning 'standards criteria' and has ensured a consistency of approaches towards teacher assessment within the schools. Furthermore, the sessions have raised awareness of the three standards.

Pupil Progress/Target Setting

Targets are based on previous achievement at the end of each Key Stage e.g. Year 2's targets are based upon the child's attainment at the end of Reception.

At the beginning of October then each teacher meets with the head teacher to discuss the targets for their class and whether they are on track. During the meeting interventions are also discussed.

The targets and progress are then reviewed again in the Spring and Summer term.

Final attainments are shared with the next teacher and with parents on the end of year reports.

In Reception, initial targets for Year 1 are set using the Baseline scores. The expectation in all year groups is that a child should be working at the age-related 'expected' standard.

Attainment is reported in Y1-6 as:
Working towards(WTS)
Expected (Exs)
Greater Depth (GDS) for Reading, Writing and Maths.

Attainment is reported in Y1-6
Working Below the Expected Standard
Working at the Expected Standard for all Foundation subjects

Attainment is reported in Reception as:
Emerging
Expected

Records of Progress

Standards sheets for groups of children for all subjects will be passed on to the next teacher.

Short term planning sheets in English and Maths have a record of work covered and an evaluation of each lesson.

Class data~ using information for the class, the class teacher will calculate and analyse percentages of children working at each standard in all subjects and share these with the Headteacher and Governors in the Summer term. This data which is personalised will be shared with the next teacher.

An individual reading record for each child showing books read and any relevant comments about reading achievement will be completed to pass on to the next teacher.

Home/School Reading Journals provide opportunities for liaison between home and school about the child's progress.

Guided Group Reading notes will be kept showing references of achievement against the assessment foci.

Personal details and medical information about each child are also kept by the teacher. Confidential information is held on the computer. Class SEND files are kept by the designated teacher.

Statutory test assessment information will be recorded: Baseline, EYFS Profile, Phonics Screening Check, Multiplication Check and Key Stage 2 end of year assessments.

End of Year teacher assessments of Foundation subjects will be recorded on the Subject Assessment Trackers in terms of Working Towards and Expected levels of attainment. Judgements will be made against the objectives and key skills as specified. The end of year judgements will be based upon the end of topic assessments. The end of topic assessments will be completed throughout the year recording who is working at the expected standard and who is working below.

Teacher's daily assessments will be kept in their assessment files, including the Maths. group planning and assessment sheet, Reading criteria assessment sheet and individual Writing assessment sheets. These may include the highlighting of achievements of lesson objectives against individuals or group (red ~not fully understood, amber ~some understanding, green ~thorough understanding) Teachers may also keep notes and jottings of observations, discussions or drama performances, as well as photographs of practical activities.

Marking

Marking practices are in keeping with the school's overall policy on assessment, recording and reporting achievement and in association with the wide range of ways in which the school recognises and celebrates children's achievement.

1. Staff have identified several purposes of marking: -
 - It improves a child's learning.
 - It provides written and/or verbal feedback to the child on a regular basis, so that he/she is aware of the progress they are making.
 - Marking provides information for teacher assessment, record keeping and reports.
 - It provides the teacher with information for future planning.
 - It celebrates a child's achievements and raises self- esteem.
 - It informs parents of their child's progress and our expectations.
 - Marking gives positive feedback to the child.
 - It identifies areas for development and therefore informs future planning.

It was recognised that verbal feedback is the most immediate and valuable means of informing the child about his/her learning.

Opportunities should be provided by the teacher for whole class feedback, where good examples are upheld, and group and individual feedback where appropriate.

Guidelines for Marking

1. The marking of children's work, either written or verbal, is regular and frequent but should not be onerous.
2. In Reception the teacher writes I if the work has been completed independently and S if it has been completed with support.
3. The emphasis in marking should be on the individual child's achievement and progress. As expectations vary according to individual abilities, teachers use their knowledge of the child and their professional judgement to help the child achieve his/her full potential.
4. In our feedback of children's work both verbal and written, the aim is for a balanced, realistic approach, highlighting strengths, identifying areas for development, if any, and then providing learning targets that the child needs to act upon.

5. Children, where appropriate should have access to the marking criteria and understand the meaning of the marks they receive.
6. Whole class targets will be communicated orally and/or written on the board at the start of the lesson using WALT and WILF. Children in Key Stage 2 will be expected to write the main objective at the top of each piece of work. Children in Year 2 will be encouraged to do this as often as possible.
7. At KS1 the teacher will mark work using a black pen. At KS2 the teacher will use green pen.
8. A written comment is not required at the end of each piece of work if there is a clear WALT at the beginning.
9. Each teacher will adopt a traffic light system i.e. green for met the WALT, amber met part of the WALT and red needs more practice. This can be shared with the child in the form of a smiley face or stamper or highlighter. The children will know exactly what each colour means. A short comment will be included if the red face is used.
10. Children will also be rewarded with stickers and housepoints.
11. In Maths we should aim to mark work with the children as they are working. However, this is not always possible. Therefore, a small dot will be placed beside any mistakes and the children will be given time to do their corrections, either at the side or below the original answer. Children should not just rub out and write over the original answer.
12. When marking writing up to two positive comments about purpose or technique will be made and a wish will be indicated for the next piece of writing. Use short statements rather than writing paragraphs. E.g. 2 stars and a wish

Writing Zero Tolerance

Reception

- form the letters in their name correctly
- finger spaces between words

Year 1

- punctuate a simple sentence with a capital letter and a full stop
- all letters need to be correctly formed

Year 2

- letters need to be of the correct height/capital letters need to be in proportion
- clear ascenders and descenders
- use capital letters for proper nouns
- punctuate compound sentences with a capital letter and a full stop

Year 3

- using the correct joins
- capital letters and full stops in more complex sentences
- correct use of question marks, exclamation marks and commas in lists
- use the correct tense

Year 4

- use correct speech punctuation for dialogue
- use apostrophes for contraction and possession
- use paragraphs to organize ideas

- use a wider range of conjunctions

Year 5

- use commas for parenthesis e.g. relative clauses
- use joined, legible handwriting
- all writing should be in indented paragraphs

Year 6

- use commas for clarity
- use a variety of sentence structures
- use descriptive vocabulary for detail, qualification and precision

Reporting to Parents

Children's achievements will be discussed at Parents Evenings;

Early Autumn - to inform parents how their child has settled in to their new class. To answer any queries about the curriculum, share targets for the term ahead etc.

Early Spring - to review progress and targets and indicate ways forward.

Summer - there is an opportunity to discuss any issues arising from the written report.

An annual written report to parents will be provided at the end of the academic year. In KS1 and KS2 detailed comments will be written about achievement in English and Maths, as well as grading against the key learning objectives. There will also be comments on the personal and social development of the child. Achievements in the Foundation subjects will also be graded against the key learning objectives. In all areas of the curriculum an effort grade will also be given, including one for homework.

Targets for Maths and English will be indicated on the report.

In Years 1-5 teacher assessments are included in the report and SATs results as well as teacher assessments are given in Year 6.

Parents of children in Reception receive a report based on achievement of the Early Learning Goals.

The reports include a comment slip for parents to reply.

Links to Appraisal

Annually, teacher appraisal targets will reflect identified children's targets based on developmental needs and assessment as prioritised on the school development plan.

Special Educational Needs and Disabilities

When a teacher feels that a child may be not be making any progress or achieving lower than the expected standard for that year group, the SEND co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy.

Equal Opportunities

As outlined throughout this policy, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs, gifted and talented children and children for whom English is an additional language to be given a differentiated curriculum which meets their needs, systematically and effectively.

Data Protection

Category	Name	What Is Provided ?	When Is It Provided ?	How Is It Provided ?	Is This Statutory Provision ?	How long is the data held?
FS Assessments	LA & DfE	Results	Baseline And End of Reception Year	Electronically	Yes	Until the pupil leaves and/or transfers to secondary school plus 1 year.
KS1 Phonics Results	LA & DfE	Results	End of Year1 and 2	Electronically	Yes	Until the pupil leaves and/or transfers to secondary school plus 1 year.
Year 4 Multiplication Test Results	LA & DfE	Results	End of Year 4	Electronically	Yes	Until the pupil leaves and/or transfers to secondary

Category	Name	What Is Provided ?	When Is It Provided ?	How Is It Provided ?	Is This Statutory Provision ?	How long is the data held?
						school plus 1 year.
KS2 Test Results	LA & DfE & Secondary School	Results	End of Year 6	Electronically	Yes	Until the pupil leaves and/or transfers to secondary school plus 1 year.
Internal data	Next teacher	Results/assessments /reading records	End of each year	Electronically and paper	No	Until the pupil leaves and/or transfers to secondary school plus 1 year.

Electronic and paper copies of their records are kept whilst the child is in school. Once the child moves onto secondary school/or transfers to another school, after a year the paper copies will be shredded and electronic copies deleted.

Conclusion

The development of assessment, recording and reporting procedures is seen as an on-going process. The procedures in this policy are outlined in other curriculum documents.

The assessment policy will be updated as legislation and guidance change. This policy was reviewed and amended April 2024 to be reviewed every 3 years.

