

Collaton St Mary C of E (V.A.) Primary School

School Policy on Assessment, Reporting, Recording and Marking

January 2000 (From previous policies March 1996 and February 1998)

Rationale

Assessment is at the heart of the process of teaching and learning. In our school we believe that assessment is a positive force as it helps children to recognise their achievements. It is a pointer for further development and leads to the setting of targets from which the children can make further progress.

Assessment

The key pointer to the effect of this policy is how our assessment practices impact upon taking the children forward in their learning. The Ofsted 2000 handbook gives us a clear indication of the expected impact of the system and this paper sets out to address these issues.

‘Do teachers assess pupil’s work thoroughly and use assessments to help and encourage pupils to overcome difficulties?’

Ofsted, 1999.

The principles and practices in this policy aim to show our way forward for our work with individual children, managing their difficulties, sending them forward with a strong emphasis on target setting and self evaluation for the full range of abilities. It is based on everyday work with pupils; identifying their needs for future work and subsequent progress.

What are our principles about assessment that underpin our policy?

1. Assessment is central to all planning. Teachers must make the focus or objectives of the lesson clear to the children, so they know exactly what the criteria for achievement are in any piece of work. In the lesson plan there must be a differentiation for the wide range of ability, from special needs children with their differing needs, to very able learners.

LESSON OBJECTIVES

Children know and understand the objectives/focus

so that they can achieve and progress

and know what the teacher is looking for to assess achievement

Short term planning can show what use will be made of this assessment information, so that the particular needs of the children can be met during the next lesson. Our formats for weekly plans in Literacy and Numeracy make this explicit. Short term planning should ensure that assessment leads to progression and continuity.

2. Medium planning should identify the assessment criteria for achievement to take place. Programmes of study addresses through schemes of work must show these criteria.
3. Evidence for assessment can be ephemeral, but this can be very valuable and may include :
 - Points and questions in discussions
 - Practical activities, e.g. building electrical circuits, sorting shapes,, making amounts of money with coins etc.
 - How certain children behave in group work
 - Performances such as gymnastic sequences, dance or drama activities

This evidence can be recorded on our FOUNDATION SUBJECT RECORD SHEETS.

4. Children's achievements in all aspects of school life will be recognised. This recognition goes beyond their efforts in the basic curriculum. (Refer to our Behaviour and Discipline policy).

The St. Francis of Assisi award will be presented for particular acts of kindness (e.g. care of the environment) support or care at a whole class level.

Certain aspects of behaviour will be highlighted and celebrated, such as Kindness and Politeness week.

All of this is in line with our ethos as a Christian community.

5. Staff and children will assess progress in acquiring **skills** as well as knowledge. It is important that both the teacher and the class understand what skills are being developed in a lesson or unit of work , e.g. "During this lesson we are going to get better at".

ASSESSMENT RECORDS

‘Teacher assessment is an essential part of the national curriculum assessment and reporting arrangements. Both (tests and teacher assessments) have equal status and provide complementary information about the children’s attainment. The tests provide a snapshot of attainment at the end of each key stage, while teacher assessment, carried out as part of the teaching and learning in the classroom, covers the full range and scope of the programmes of study, and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation. For children working at levels 1 and 2, teacher assessment provides the sole means of statutory assessment.’ QCA 2000, with reference to end of Key Stage 2 tests.

LITERACY

Short term assessments:

Day to day assessment is often unrecorded and informal. On the reverse of the weekly planning sheet there is an evaluation to assess whether children have exceeded or not met the weekly objectives. Parents, children and helpers are involved with the reading diaries.

Reading diaries:

They will involve parents, children and helpers making positive comments on reading and progress – and particular teaching points made by the teacher during the Literacy hour and beyond.

The focus will be work carried out during the Guided reading section of the Literacy Hour. This will also include the level of the child’s engagement with a particular guided text as well as their learning of spellings and other work building skills.

This is a vital part of our assessment in Literacy and must be carried out in a rigorous and professional manner.

Medium term assessments:

The medium term plan format adopted by the school has a column for assessment. Not every objective is assessed, but rather, a key outcome is evaluated. This key outcome should be related to targets in our School Improvement Plan, so for example in 1999-2000, related to writing and inferential understanding.

At the end of every half term a specific piece of assessment is set, e.g. to assess children’s ability to describe a setting. This is used to inform future targets (group or individual) which are recorded on cards and kept in a box on the group’s tables. This is part of our system for recording progress in writing, in a progress book called ‘The First of the

Month Book' During the first few months of a new month, each child is asked to write a piece of unaided writing, linked to the NLS writing elements being covered at the time, with full knowledge of the criteria for assessment for that particular piece of work. After completion, it is marked thoroughly with detailed annotations, and following that targets are set for future development. The book is a continuing record of progress.

We also have a specific phonics and spelling assessment, which relates directly to the NLS.

Summative Assessments:

Our System is related to the Q.C.A. model for reporting on individual pupil achievement. This is in relation to expectations for each year group and gives detailed assessment criteria related to National Curriculum levels. This system also helps us to identify progress towards our published targets for Literacy.

MATHEMATICS

This assessment will be twofold. Both elements link to the National Numeracy Strategy.

Firstly, on the back of the weekly planning sheet the children will be assessed into those who have achieved the learning objectives, and those who have exceeded them and those who need extra help. This information will be used to inform future planning and will be regarded as working jottings.

Secondly, there will be an ongoing form of assessment. This will consist of noting each child's progress against the key objectives in the strategy for that year group. This will include the use of testing against taught objectives on a half termly basis in line with the NNS. This will be kept as part of a year group file.

SCIENCE

This is based on the scheme of work proposed by Q.C.A. and on their differentiated objectives. Children also will be assessed in the experimental capability.

Focus for assessments in experimental capability:

Term 1	Planning and experimental work
Term 2	Obtaining evidence
Term 3	Considering evidence

Assessing Progress:

We want to keep a close track on each child's progress. Our assessment system is designed to support the tracking of progress over a week, a term, a year and over a key stage. In line with our system for monitoring we have a 'First of the Month Book' for

Literacy, in which progress is monitored according to the calendar below. The pieces of work will include those set for formal school scrutiny and monitoring as well as teacher directed assessments at other times.

FOUNDATION SUBJECTS

Each foundation subject has its own key elements or areas within it. For each subject a simple format has been designed which allows the teacher to note each child's response to particular elements within the subject, thus noting important progress. Although not statutory, it would be very helpful to include a summary level for each child. Also, where mixed aged classes have been taught, each year group should be recorded on a separate sheet. This will be a very useful aide memoire when compiling reports later in the school year.

OTHER RECORDS

These can be in a variety of forms, which can include:

- Ring binders of the children's work collected for topics or themes during the year.
- Displays of work which demonstrate achievement to parents and children.
- Baseline Assessment, details of which are on separate policy statement.

OPPORTUNITIES FOR SELF-ASSESSMENT AND CHILDRENS INVOLVEMENT IN PLANNING AND EVALUATING THEIR LEARNING

1. Records of Achievement

From their earliest time in school, from YR, children will be encouraged to discuss and evaluate their work and their understanding in work across the curriculum. This will be based on the teacher ensuring that the children will always be aware of the criteria for a successfully completed piece of work. Based upon previous experience, we have reviewed the scope of our approach to a ROA and have reduced the administrative work in compiling the file for each child, but will ensure that the skills of self-evaluation against the given criteria are continually evident in our daily work. This is part of the target setting for each child.

At **Key Stage 1** the children will have a special folder each. In this file a piece of work will be placed which will show the child working at their best. It will be Literacy, Numeracy or topic based. Also included once a term will be a review of the child's targets, the result of a discussion with them.

The children will each choose 'three things I am pleased with' and 'three things I could improve on'. The children will be able to write this themselves, with the support or prompting from an adult, or can dictate what they want to say for an adult to scribe.

At **Key Stage 2** each child will have its own ROA book. It will also not seek to include a large and unmanageable number of pieces of work, but will rather be a more reflective and evaluative system about progress made and how targets have been tackled. Again, the skills of self-evaluation will be important. In summary, it will include:

- A termly review of targets set for every child, i.e. Literacy, Behaviour, Numeracy as appropriate.
- An individual response covering :
‘Three things I am pleased about this term’
‘Three things I could improve on’.
- A termly audit of certificates awarded.

2. Other Opportunities

At the beginning of a topic or theme, the children can complete a pictogram sheet:
‘What I already know about...’
‘What I would like to find out more about...’

At the end of a topic the children could complete a similar sheet:
‘What I found out about...’
‘What I was particularly interested in...’

Extended Writing

When working on pieces of extended writing, at the outset we will emphasise the criteria for excellent work. These criteria may arise from the learning objectives in the NLS and can be supplemented by the children. It is good practice to include a chart containing the criteria. The children will identify how well they have matched the criteria. The teacher will feedback targets and improvements.

The children can plan and evaluate their own investigations in Numeracy and Science.

They can also frame their own questions for topic and research.

Circle time creates a useful opportunity to discuss and evaluate behaviour and other social issues.

The children can plan and evaluate their own performances in Music, Dance and P.E.. This is an ongoing evaluation, leading to changes in their performance.

The children can evaluate their own and others’ work in Art and Design Technology. This can tend to be a summative evaluation of a finished piece of work.

Consistency of Interpretation

In the recent past we have worked with other local schools to exemplify National Curriculum standards. Now we have a wider number of sources of support from QCA and greater experience of identifying levels of achievement, as well as comparative data from annual statutory and non-statutory SATS. We will have regular termly sessions when pupil's work is scrutinised and discussed as a whole staff. In Literacy, scrutiny will be based around the set tasks from the 'First of the Month' book.

Reporting to Parents

There are many opportunities for this in both formal and informal situations. We see the opportunities for close links between home and school as part of our mission and as a natural part of our home and school agreement. These may be directly related to the individual child or of a more general nature, such as a school policy issue.

Such opportunities include:

- Reading diaries which go home nightly
- Homework diaries for years 4 to 6, so that parents can see and check the amount of work set
- ROA books
- Open sessions prior to consultations in which parents can see their children's work in situ and read the comments made by the teacher
- Displays of work around the school
- Day to day celebrations of celebrations and concerns, at the end of the day
- Targets set, in core subjects and in pastoral areas, as required
- Parents workshops
- Newsletters
- The Annual Report by the Governors
- Termly class plans for parents
- Parents consultations, held in October/November and March/April and following the publishing of end of year reports, as required
- Written reports, sent home in July. These detail curriculum experiences the children have received and their response to them.
- IEP's for children with special needs, as laid down by the Torbay model.

Marking Policy

Our whole school policy for marking relates to the ethos of the school and the aims and objectives we seek to achieve in all curriculum areas.

The principles of our marking policy are:

1. Marking should be fairly and consistently applied to all staff, including classroom assistants and supply teachers. The teacher's handwriting should be as near to the Christopher Jarman style as possible.
2. Marking must be framed in a constructive way. Comments should encourage and challenge and give feedback to children, so they know what they need to do in order to improve further.
3. It should consist mainly of comments at the end of children's work with the purpose of;
 - a) Giving a clear picture to the child of what they have done well and celebrating achievement and excellence.
 - b) Setting targets to ensure progress and development.
 - c) Encouraging self-evaluation.
4. Marking should be done with the child, ideally, or if not as soon after the work has been completed as possible.
5. The marking must be specific and focused, not attempting to cover everything. It is best to pick out a few teaching points, linked to the lesson objectives.
6. Some pieces of work do not need formal marking, such as Art work.
7. If marking is for editing purposes, refer to Longmans Language 3 for list of symbols to use. This is on our staff folder and is displayed in each classroom.
8. Teachers should use their marking to inform their planning for the next session.
9. If grades or marks used, the children must be aware of exactly what they must demonstrate and achieve for each grade.
10. Children must be encouraged to respond to marking and be given time to read the teacher's comments.
11. The child's ownership of the work must be respected, but they need to be able to identify what the teacher has corrected or marked by the use of a contrasting or complementary colour.
12. **The main reasons for feedback are:**

**Feedback and target setting
for a continued progress to be made**

THE USE OF FORMAL ASSESSMENTS

YEAR	ASSESSMENT
R	Baseline Assessment
1	M.I.S.T. reading test
2	Statutory end of Key Stage Assessments Key Stage 1 SAT tasks and test will be undertaken as late as possible during the summer term, in order to give the children the greatest possible time in which to develop their full potential. Using SAT raw scores, age standardized scores will be calculated and these will be calculated to support decisions regarding the Additional Literacy Support group set up in Y3.
3, 4, 5	Non statutory SATS in each year. Suffolk reading tests each year in September/October. NFER V.R. tests for Y5 in July. It may be appropriate to retest S Suffolk reading levels in June.

SPECIAL NEEDS

Children identified as having special needs are subject to the criteria for underachievement outlined in the LEA scheme, before being officially included in our register.

MONITORING OF PUPIL PERFORMANCE IN SATS

The performance of pupils in statutory and non-statutory tests is monitored at the following levels:

1. Individual progress from Y2 – Y6 mapping progression and/or identifying children on which to focus for particular reasons, such as being very able or an underachiever, in order to give support so that they can be boosted to achieve level 4 in Y6, if possible. It will also support the general target setting.
2. Performance against individual question responses in the SATS, so that targets for teaching foci can be noted as part of the School Improvement Plan.
3. Comparison with schools of similar size and with local schools, using the PANDA and Torbay LEA data.

TRANSFER OF CHILDREN TO OTHER SCHOOLS

The relevant QCA transfer form will be completed if a child transfers at 11 or earlier. If earlier, it will contain the statutory requirements and up to date non-statutory test data.

1. Within the Primary Phase:

- Summary curriculum sheet
- Statutory SAT's non-statutory SAT's and Baseline Assessment results as appropriate
- Reading diary
- IEP/Statement details as appropriate
- Kay Stage Reports
- Any outside agency reports
- Medical records
- A few samples of work
- Other evidence as appropriate, e.g. attendance, other agencies etc.

2. Transfer to Secondary School:

- SAT scores – raw, standardised and the levels of achieved, as suggested in the appropriate year
- Attainment levels for English, Maths, Science
- ROA responses i.e. personal reviews and statements
- Medical information
- Special Needs information and IEP/Statement details, as appropriate
- Year 6 report.