Langley Fitzurse Church of England School

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Amaze Excite Inspire

‘Jesus offers life in all its fullness’

**Assessment and Record Keeping Policy**

**March 2018**

**ASSESSMENT WITHOUT LEVELS**

At Langley Fitzurse CE Primary School, we have introduced assessment procedures linked to the revised National Curriculum 2014. Attainment and progress are now equated to bands of development. We use the schools own systems for assessing maths, writing and reading, based on National Curriculum descriptors. We record and analyse data using assessment checklists and the on-line itrack Primary tool.

**RATIONALE**

Assessment is fundamental in extending and challenging the children’s learning so that they can reach their potential. It also provides a whole school framework where all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children’s next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. These assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and placement as described in the SEN Code of Practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

**AIMS**

We aim to:

* monitor progress and support learning
* recognise the achievements of pupils and identify any areas of development
* inform pupils of their progress and next steps
* guide planning, teaching, additional support, curriculum development and resources
* inform parents and the wider community of pupil achievement
* provide information to ensure continuity when the pupil changes school or year group
* comply with statutory requirements

**TYPES OF ASSESSMENT**

**Part 1**

**Formative (Assessment for Learning)**:

Assessment for learning should complement and assist teaching and improve learning, thereby raising pupils’ achievement. It is based on the idea that all pupils can improve in comparison with previous achievement and that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and what steps they need to follow to achieve this aim.

Teachers use a variety of strategies to help inform them of a pupil’s current understanding and progress at the outset of, within and at the end of a lesson/unit. Such techniques may include:

* mini whiteboard work
* use of “lolly sticks” for random selection
* targeted questioning
* next step marking that links to the marking ladders/ success criteria
* children’s comments both written and oral about their progress
* Chilli Pepper Challenges, which enable children to choose the level of difficulty of their work

## The 10 Principles of Assessment for Learning

Assessment for Learning should:

1. be part of effective planning of teaching and learning
2. focus on how students learn
3. be recognised as central to classroom practice
4. be regarded as a key professional skill for teachers
5. be sensitive and constructive because any assessment has an emotional impact
6. take account of the importance of learner motivation
7. promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. give constructive guidance about how to improve
9. develop learners’ capacity for self-assessment so that they can become reflective and self-managing
10. recognise the full range of achievements of all learners

**Key Characteristics of Assessment for Learning are:**

* children are ‘active learners’
* using effective questioning techniques
* sharing learning intentions (WALT: we are learning to….) so that children and teachers know what they are learning and can therefore evaluate whether they have learnt it.
* helping pupils know and recognise the standards to aim for (pupil generated and therefore pupil owned success criteria)
* providing feedback that helps pupils identify how to improve
* allocating time for pupils to act upon the feedback
* both teachers and pupils reviewing and reflecting on pupils’ performance and progress
* pupils learning self-assessment techniques to discover areas they need to improve
* lessons being planned for the next step in learning following assessment for learning. (Lesson plans will be altered during the week to reflect teachers’ assessments from within lessons.)
* children involved in their own target setting (ipsative referencing – where a child’s attainment is measured against his or her own previous attainment)

**Part 2**

**Summative:**

With the introduction of the New National Curriculum 2014 and programmes of Study for Years 1,3,4,5 since September 2014 and for Y2 and 6 since September 2015, levels are no longer applicable for these year groups. We have, therefore, set out below our systems for measuring children’s attainment and progress against the new National Curriculum. This system will support both formative and summative assessment and will therefore enable us to:

* plan the next step in each child’s learning
* measure each child’s progress and compare it to expected progress
* report to children and parents on each child’s progress and attainment against Age Related Expectations, indicating whether they are on track to meet expectations at the end of the Key Stage
* spot those children who are underachieving and decide how best to support them to reach their full potential
* spot the most able pupils and use this information to decide how best to support them to meet their full potential
* enable Governors to make judgements about the school’s effectiveness and therefore assess how well we are performing as a school

We will assess against Key Assessment Criteria taken from the year group programme of study to see what a child has mastered and what still needs to be learned. This will lead to a Teacher Assessment and will be applied professionally by teachers, as there is not a simple formula to the assessment.

Formal summative assessment occurs at the end of each of the six school terms and is recorded on itrack Primary. Progress and attainment are based on bands: commencing 1 and 2, developing 1 and 2, secure 1 and 2, and advanced and deep. Children are expected to reach the secure 2 band for their respective year group by the end of the summer term.

* children who are at Secure 2 for the end of their year will be considered to be on ‘on track’ to meet the end of Key Stage expectations
* at the end of Key Stage 1 children will take externally generated tests and the teacher will use the results of these tests to inform their Teacher Assessments, measured against the new Performance Descriptors from 2016 and for writing 2017
* at the end of Key Stage 2 children will be given externally generated and marked tests in Reading, Maths and Grammar, Punctuation and Spelling. Teachers will give teacher assessments for writing measured against the new Performance Descriptors from 2017.

A range of summative assessments are carried out on a regular basis. Details of these are detailed in Appendix A.

For the assessment of writing at Langley Fitzurse School, we use assessment checklists that list the objectives drawn from the national curriculum programme of study for writing for each year group. Children are given regular opportunities to write independently, and teachers use these to mark off objectives that the child has achieved on their Checklist. Over time, this builds up a picture of how much of the curriculum the child understands and how successfully they can implement these skills in their own work. At regular intervals, teachers look at the number, and importance, of the objectives that have been achieved and make a judgement as to which band the child could be placed, which becomes an official teacher assessment. These bandings are then transferred onto the itrack data system under the ‘Writing’ heading, to compile class and whole school information in that subject. This information is also used to inform the class teacher of any areas of the curriculum that require greater emphasis in lessons.

The assessment of reading is undertaken in a similar way. Following a guided reading session or 1-1 reading with an adult, reading assessment checklists, taken from the national curriculum programme of study for reading for each year group, are marked off to indicate whether the child can show a particular reading skill at the required level. Reading tests are also used to determine a child’s abilities to answer different questions about a text. At regular intervals, the teacher will use these assessment checklists to make a judgement on how much of the reading curriculum is shown in their work, and thereby the band into which to place the child. Information is then placed onto the itrack data system, under the heading of ‘Reading’, to generate attainment data in reading at the end of each term.

The assessment of mathematics is achieved by looking at children’s books, particular assessment tasks, and end of term tests. Children have maths assessment checklists in their books detailing objectives across the different strands of maths. As the competence in these objectives is shown by the child, teachers mark off the checklist. Teachers make a judgement on how much of each strand is achieved when determining the attainment band to award on itrack. This then generates an overall grading for maths, based on the strands that have been covered in class.

Assessment checklists for each year group can be found on the school network in the relevant subject folders at the following address:

Staff share\Assessment\2017-18\Assessment checklists

**Monitoring, Moderating and Standardisation**

This system has been designed to be comparable to other systems which measure against the National Curriculum Programmes of Study so that we can put in place robust moderation and standardisation processes to ensure equity and consistency across our school and also across other schools in our area.

* at least once a year staff will carry out a standardisation exercise in school to check that assessment of attainment is the same as the standardised models supplied by the government for the end of KS1 and KS2
* at least once a year we will work with other schools or the Local Authority to moderate the assessments we are making in Reading, Writing and Maths
* at least once a year staff will carry out a moderation exercise in school to check that assessment of attainment is consistently applied across the school
* subject Leaders for English and Maths will carry out a moderation exercise at least once a year to check assessments are consistent across the school
* following standardisation and moderation exercises for Reading, Writing and Maths we will store examples that have been agreed in a Moderation Folder, which will be used to support teachers in future assessments

**Diagnostic:**

All assessments can provide diagnostic evidence. However certain assessment tools can be particularly useful in providing more detailed data e.g. SWIST and SUFFOLK etc. Further information can be obtained from the school’s SENCO.

**ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE**

On entry to the school, children are informally assessed through a series of observations of what they can do during child initiated and independent learning activities. Results are used to inform planning, set targets and aid early identification of special needs. Children are assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Children are observed again mid-year to give a mid-year assessment. At the end of year pupils are assessed using the Early Learning Goals (ELG) which is based on the teacher’s ongoing observations and assessments in the following areas:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

Literacy

Mathematics

Understanding of the world

Expressive arts and design

Characteristics of effective learning:

Playing and exploring

Active learning

Creating and thinking critically

Each child’s developments and achievements are recorded in the Profile. There are 17 ELG (Early Learning Goals) descriptors, together with a short narrative describing the child’s three characteristics of effective learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

**RECORDS AND RECORD KEEPING**

Teachers use records to review pupil’s progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

* teacher’s plans
* children’s work/ books
* teacher’s notes
* itrack Primary data recording and note making
* individual teacher’s Pupil Progress Update meeting records
* Early Learning Profile

**MARKING**

Marking should follow the school’s marking policy. Marking is instrumental in ensuring that a personalised learning journey for all children is realised. Please refer to the school’s marking policy for more details.

**REPORTING**

A full written report for each child will be sent to parents, once a year – at the end of the Summer term. Reports outline a child’s progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations and their effort in learning. Targets for literacy and numeracy are also set. Reports at the end of EYFS which describe achievement in terms of the EYFS profile.

Additional information for children at the end of Key Stages 1 and 2 including details of the SATs testing will also be provided.

Reports promote and provide:

* good home /school relationships
* information for parents
* an opportunity for discussion with parents
* information with outside agencies, in some cases
* targets for the children

Parents are invited to attend formal consultations (parents’ evenings) with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times. Interim progress reports will be sent to parents at the end of Terms 2 and 4, so that they are kept fully informed of their children’s progress in English and Mathematics as well as any issues surrounding their attendance, effort and behaviour. The teacher or Headteacher may invite some parents for further discussion if required.

**TARGET SETTING AND REVIEWING PROGRESS**

Pupils have targets in English and Mathematics to help them understand their next steps. These targets are displayed in the classrooms and referred to regularly. Children are encouraged to work on achieving their targets wherever appropriate.

**REVIEW**

This policy will be reviewed annually by the governing body and/or updated in accordance with latest guidelines and recommendations from educational bodies.

Langley Fitzurse School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to be part of the wider community through fostering Christian values, and the development of spirituality through reflection to enhance relationships.

*Approved by the Standards & Performance Committee –* May 2018

**Appendix A**

**Overview of Summative Assessments used at Langley Fitzurse CE Primary School**

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| **Over the School Year** | | | | |
| **Assessment** | **Subject** | **Year Group** | **Date Assessed** | **Information** |
| SWST Spelling | Spelling | All children from the age of 6 | Twice a year: September and March | Added to data sheets and held on Staff share folders. |
| Suffolk  Reading | Reading | All children from the age of 6 | Twice a year: September and March | Added to data sheets and held on Staff share folders. |
| Teacher Assessment | Reading | Y1-6 | End of each term. | Checklists used by teachers. Information added to itrack. |
| Formal test | Reading | Y1-6 | End of T2, 4 and 6 | Information used to inform teacher assessment for itrack and next steps. |
| Teacher Assessment | Writing | Y1-6 | End of each term. | Checklists used by teachers. Information added to itrack. |
| Teacher Assessment | Maths | Y1-6 | End of each term. | Checklists used by teachers. Information added to itrack. |
| Formal test | Maths | Y1-6 | End of T2, 4 and 6 | Information used to inform teacher assessment for itrack and next steps. |
| Targets | Writing Maths | YR-6 | Towards the beginning of each term | Where age appropriate, children create their own targets to achieve. Targets changed when teacher and child is happy with achievement. These are communicated to parents at meetings. |
| Assessment sheets | Foundation subjects | Y1-6 | End of T2, 4 and 6 | Used to assess against key skills and objectives in the foundation subjects. Used to ensure coverage of the curriculum. |
| Assess progress against EHC and Provision Map | Specific to the child’s needs | SEN | Comments when required.  Reviewed at the end of each term. | Ongoing notes – often by TA, discussed with teacher, and added to at least termly. |
| EYFS Assessment | 17 Areas | R | End of T2, 4 and 6 |  |
| KS1 SATs | Reading  Maths | Y2 | By end of May | For official school data. Communicated to parents. |
| KS2 SATs | Reading  Maths | Y2 | By end of May | For official school data. Communicated to parents. |
| Full report | All subjects | YR-6 | June | Annual report to parents |