

Ladywell Green School

Policy for Assessment, Recording and Reporting

Adopted on: 27.6.17

Headteacher:

Chair of Governors:

Review Date:

**Introduction**

At Ladywell Green School, we believe that the key purpose of assessment is to support and further develop each pupil’s learning.

We believe in the concept of lifelong learning, and that all our pupils should be equipped with the skills, attitudes, knowledge and understanding to enable them to be lifelong learners in the 21st century. Inherent within this is the notion that learning should be a rewarding and enjoyable experience.

It is vital that staff have a clear picture of each pupil’s skills and understanding, in order to know what the next steps of learning are.

It is important to develop our pupils’ ability to evaluate their own learning and progress, in order to know what they need to do to move forward and how to recognise success.

Our assessments also provide information for others, including:

* Parents/carers – to show progress or highlight concerns
* School staff – to analyse trends and performance of groups of pupils as well as individuals, to set targets and assess impact of school improvement initiatives
* Special Needs Coordinator (SENCo) – to identify specific areas of need and progress, to assess the impact of interventions
* Outside bodies and agencies – to support work with individuals (e.g. Speech and Language therapist or Educational Psychologist) or to report on school performance (e.g. reporting Foundation Phase results or national test results to the local authority)

**Aims of Assessment, Recording and Reporting**

This policy is intended to ensure consistency and high standards in assessing, recording and reporting practices, which should support the overall aims of the school. The aims of assessment, recording and reporting are to:

* Enable our pupils to demonstrate that they know where they are in their learning, where they need to go next and how best to get there. This information should be mostly focussed on the acquisition of skills in literacy, numeracy and digital competency. It should also be based on the subject skills in the Foundation Phase areas of learning;
* Gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting;
* Track individual progress;
* Allow staff to plan work that accurately reflects the need of each pupil;
* Ensure that assessment and recording is an integral part of school systems (planning, tracking, school improvement cycles, performance management etc);
* Provide regular information to parents and carers to ensure they are fully informed about their child’s progress and how they can support them;
* Provide the governing body and headteacher with information that allows them to make accurate judgements about the effectiveness of the school.

**Planning for Assessment**

Medium and short term plans are drawn up by individual teachers and teams.

Planning is monitored by the headteacher, SLT and coordinators for areas of learning.

**Medium Term Planning**

Initial plans for each term take the form of a theme web, which is completed taking into account the ideas of the class. Literacy, Numeracy and Digital skills are identified (LNF and DCF).

During the theme the skills covered are tracked for all the areas of learning, and during the year coverage of all the skills is ensured.

**Short Term Planning**

This will include:

* Area of Learning skills (AoL) which includes the LNF within Language, Literacy and Communication and Mathematical Development, the Digital Competency Framework skills (DCF) and RE Framework.
* Show differentiated activities
* Include evaluation of work where appropriate.

Teachers will decide on the role of the adults working within the class.

Evaluations note pupils achieving above the skills/Learning Objective (LO) with a +, below with a -, if everyone achieves the skill/LO then a tick indicates this.

This information will be used to inform future planning for the next sessions, and will form part of our assessment of pupils’ learning.

A separate sheet will detail enhanced provision, detailing the skills to be targeted.

**Teaching Strategies and Learning Opportunities**

At Ladywell Green School we provide for differing abilities and strengths through the use of a variety of activities, resources and the amount and type of adult support. The learning experiences available accommodate a wide range of learning styles to include all pupils. Within each class activities require a range of groupings of pupils (individual, pairs, mixed ability groupings or similar ability groupings or whole class) depending on the task.

**Assessment**

Assessment is essential to ensure that pupils progress and achieve. It is an integral part of effective teaching and learning, and enables teachers to provide accurately for pupils’ needs. It also enables pupils to know where they are, what they are doing well and what they need to do to improve further.

Ladywell Green School uses a range of formative and summative assessment procedures in order to:

* Track pupils’ individual progress e.g. in the AoL using Incerts\*
* Allow early identification and ongoing tracking of additional learning needs (ALN) which includes those with special educational needs (SEN), English as an additional language (EAL), more able and talented (MAT) etc.
* Plan for future development
* Set targets for moving forward

**\*Incerts**

Incerts is an online database which enables staff to track progress against the Area of Learning skills. The agreed timetable for assessment is as follows:

Each half term, PSD, LLC and MD are to be updated.

Each term all other areas of learning are to be updated.

**Formative Assessment**

**“ongoing, formative assessment – assessment for learning – focusing on the learners’ achievement and details of ways in which they can move forward rather than on the National Curriculum outcomes and level descriptions.”** (Ensuring consistency in teacher assessment, DCELLS 2008)

All teachers at Ladywell Green School assess pupils in their class on a regular basis so that they can plan the next stage in each pupil’s learning. These types of assessments are carried out through observation, discussion, questioning and evaluations. All staff within the classroom support these ongoing assessments. It is not feasible or desirable to record all of these assessments, only pertinent ones.

**Assessment For Learning (AfL)**

Assessment for Learning is integral to good progress. The work of John Hattie confirms the effectiveness of these strategies in supporting pupils to make the best possible progress.

The use of high quality Assessment for Learning strategies should:

* Involve pupils in planning their own work
* Focus on how pupils learn
* Recognise progress
* Help pupils know how to improve
* Have a positive emotional impact, by promoting a sense of success and purpose
* Develop skills for lifelong learning

Ladywell Green continually seeks to develop its practice in Assessment for Learning. Practices and strategies currently embedded within the school are:

* Developing understanding of the dispositions of good learners – e.g. perseverance, making errors
* Involving pupils in planning their work – asking questions, building on prior learning, planning their own enhanced provision
* The use of clear learning objectives and success criteria – this scaffolds pupils learning, making expectations clear, signposting the route to success. Work is marked against the success criteria
* Self and peer assessment – based on the success criteria
* Clear ‘next steps’ feedback. Next steps are small steps from one piece of work to the next, which assist with achieving the targets for improvement
* Opportunities to discuss, agree and reflect on targets for improvement (termly in target books). These are shared with parents.
* Use of a range of teaching and learning strategies, questioning, problem solving and challenges to promote full participation.

**Diagnostic Assessment**

Diagnostic assessments are carried out by staff and external agencies (e.g. Speech and Language) to help find out what attitudes, understanding or skills have been acquired, to identify strengths and to pinpoint where specific areas of difficulty may lie. These assessments may be based on individual work, checklists, specific tasks, and formal assessments with standardisations. Diagnostic assessments can be used to analyse individual performance, and groups of pupils to identify patterns in strengths and areas for development.

**Summative Assessment**

**“statutory teacher assessment which involves teachers using the knowledge gained from everyday assessments to make and record their judgements on learner’ overall attainment at the end of a key stage. Here the focus is on assessment of learning, or summative assessment.”**

(Ensuring consistency in teacher assessment, DCELLS 2008)

All staff at Ladywell Green School use summative assessment to help decide where a child is in their learning at a particular point in time, such as when moving class, at the end of Y2, or for inclusion on a request for assessment.

The school tracks this information systematically, and uses this information to identify progress over time. These types of assessments are carried out through: assessments of specific skills/tasks – at the end of a theme of work or after teaching a specific skill or concept, termly assessment, statutory assessments at the end of Foundation Phase.

More information about assessments can be found on the assessment timetable.

**Assessment Procedures**

As with our planning, our assessment procedures at Ladywell Green School are organised on three connecting levels, short, medium and long term. It is felt that this arrangement can inform our plans at each stage thus producing a continuous cycle of planning, learning, assessing and recording.

Short Term Assessments

Short – term assessments are considered an informal part of every lesson. They are a way of measuring pupils’ responses against the learning objectives that have been planned for that lesson. Opportunities for them are identified at the start of lessons, during group, individual or whole class work and in plenary sessions. The methods used to conduct them can involve:

* Teacher/TA observations
* Pupils’ work
* Focused questioning

They will then be used to inform:

* The teacher’s plans for the following lesson including planning and differentiation
* The pupils understanding of their progress and their next steps

Medium Term Assessments

We use medium term assessments to review the progress pupils are making over the period of particular unit of work or topic. The methods we use can involve:

* Teacher/TA observations
* Focused questioning
* Pupils’ work
* Set assessment tasks and standardised tests for the whole class, groups, paired work or individuals, for example end of phase assessments for phonic work
* Ongoing notes from short term assessments
* Reviewing progress against AoL skills on the Incerts database

They will then be used to inform:

* Subsequent medium term plans including areas of work/tasks that need to be revisited
* Termly target setting
* Consideration of additional provision for Additional Learning Needs

Long Term Assessments

Towards the end of the year the school reviews and assesses the progress of all pupils against not only school norms but also national standards and levels. These assessments are made by:

* Using standardised tests
* Audit of all medium term assessments
* Reviewing a range of pupils’ work over the year
* Reviewing any notes made from short term assessments including records of oral or practical work
* Reviewing progress on the Incerts tracking system

They will then be used to inform:

* End of year Teacher Assessments
* Target setting
* Pupils transfer information to Junior School.
* Reports to parents
* Pupil tracking systems
* Monitoring of variances between different classes/groups of pupils
* School Improvement Plan
* The Governors
* The Local Authority / Welsh Government

**Consistency**

All AoL leaders collect examples of pupils’ work within their area. We use national exemplification materials to make judgements about the levels of pupils’ work. All teachers discuss these levels, so that they have a common understanding of the expectations in each AoL. By doing this we ensure that we make consistent judgements about standards at Ladywell Green Nursery and Infants school. It is each AoL leader’s responsibility to ensure that the samples that they keep of children’s work reflect both the full range of ability and all aspects of their AoL.

As the AoL are revised by Welsh Government, the school will seek to develop staff skills in accurately making judgements about progress against revised outcome descriptors. This will be developed through:

**Standardisation**

Standardisation exercises build confidence and enable a greater degree of consistency to be achieved between teachers when they assess pupils’ work at the end of the Foundation Phase.

(Guidance Document for Primary and Secondary Schools In Powys – Spring 2009)

Within Ladywell Green School, all members of staff meet and are involved in looking at samples of pupils’ work to enable them to reach an agreement and a shared understanding of the characteristics of the elements of an outcome.

Consistency will also be developed through:

**Moderation**

Moderation profiles are created for a small number of Year 2 pupils. These profiles consist of work based on activities that are completed as part of normal class teaching. The school has worked with the cluster to develop activities that enable pupils to display a wide range of skills and abilities within tasks. Additional commentary is added to place the activity and the pupil response into context.

At a school level, these profiles are moderated – staff consider the skills a pupil is demonstrating and make a judgement about the ‘best fit’ outcome based on the pupil’s work. Additional work may be required to form a judgement.

Profiles are then shared at Cluster level, with groups of teachers deciding if the judgements the school has made are accurate. Schools do not moderate their own profiles.

Standardisation portfolios are used as a reference source of evidence to help members of staff to agree on a level.

**Recording**

At Ladywell Green School the purpose of recording is to:

* Assist teachers monitor children’s progress – many of our records, for example reading, daily work, records of achievement are shared with the pupils. The sharing of these records helps motivate the pupils.
* Note strengths and ways forward
* Document evidence
* Inform planning
* Form a basis for reporting to: pupils, parents, other schools, LA and WG
* Provide a summary for discussion and inform verbal and written reports

We recognise various methods of assessing a pupil’s learning. The type of assessment that we make varies from AoL to AoL and we record information that affects future learning.

We plan our lessons with clear learning objectives. On our evaluations of weekly planning we record those pupils who have not met those skills and/or learning objectives, or those who have achieved more than was planned so that we can take the needs of these pupils into account when planning for the next lesson/topic. Where the majority of the class makes the planned progress, of course, there is no need to record this. If all pupils have met the objective a tick is used.

We develop the objectives for individual lessons from the skills and requirements in the AoL documents. Teachers then record the progress of each pupil against these objectives. This allows us to monitor the progress of each pupil. Each teacher then passes this information on to the next teacher at the end of each year.

**Reporting**

Reporting to parents in both formal and informal ways is seen as very important by the teaching staff at Ladywell Green School in developing a partnership with parents. It means we are able to give a full and comprehensive picture of their child and the curriculum provision and learning opportunities provided by the school.

We have a range of strategies that keep parents fully informed of their child’s progress in school. We encourage parents to contact the school if they have concerns about any aspects of their child’s work.

* Target Books are sent home at the beginning and end of each term. At the beginning of the term the targets are set with the pupils and at the end of term they are again reviewed with the pupils, and parents are given the opportunity to comment. The current attendance for the pupil is also included in the target books.
* We hold a Parents’ evening in the autumn and spring term, where parents have the opportunity to meet their child’s teacher and to discuss their progress and their targets, including any additional provision that may be in place for the pupil. Additional information such as transition, national testing can also be discussed during this time. At the end of the summer term all parents are invited to school to see their child’s work, and meet informally with the teacher. Parents are offered the opportunity for a third formal meeting, if required.
* Parents are invited for additional meetings during the year if and when the need arises e.g. to discuss a particular concern or issue. Parents are encouraged to make contact with the school if they have a concern themselves.
* Towards the end of the Summer term we provide a written report for all parents showing their child’s progress and achievements during the year. It enables parents to see clearly what progress has been made. We write individual comments on all areas of The Foundation Phase and on Religious Education. Attendance levels are also reported at this time.
* For pupils in Year 2 we also provide details of outcomes achieved at the end of the Foundation Phase in Language Literacy and Communication, Mathematical Development and Personal and Social Development. Results from the national tests, and comparative data is also shared with parents. The school aim to include this information with the Y2 reports if it available, or is reported separately if it is not available at the time.

**Feedback to pupils**

At Ladywell Green School we believe that feedback to pupils is very important, as it tells them

* How well they have done
* Where they are in the learning continuum,
* What they need to do next in order to move forward

Feedback focuses on Learning Objectives and success criteria, and the school is further developing how pupils respond to feedback to effectively move their learning forwards.

We have an agreed code for marking, as this ensures consistency. Further detail can be found in the school’s marking policy.

**Monitoring and Review**

The head teacher, who is the assessment coordinator with support from members of staff will be responsible for monitoring the implementation of this policy. Samples of work will be collected and inspected in order to observe the policy being implemented in the classroom.

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| --- | --- | --- | --- |
| **Year Group** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Rec** | Foundation Phase Profile – within 6 weeks of Reception using the Incerts database  For profile – one example of writing, one example of maths, a picture of themselves with their name  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term. | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term. | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term.  End of year reports to parents |
| **Y1** | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term.  Target setting for end of FPh outcomes | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term. | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term.  End of year reports to parents |
| **Y2** | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term.  Review target setting for end of FPh outcomes | For profile – one example of writing, one example of maths, a picture of themselves with their name  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term. | For profile – one example of writing, one example of maths, a picture of themselves with their name  National tests in reading, maths: procedural and maths: reasoning  Pira reading assessment  Puma maths assessment  Personal targets for progress agreed at the beginning of term and reviewed at the end of the term.  End of Foundation Phase teacher assessments  End of year reports to parents |

**Assessment Timetable**

**NB – examples of writing, including names, will progress from mark making, through emergent writing to competent writing.**