



Aberdare Park Primary School

Policy for Assessment, Recording and Reporting

'Giving every child, every chance, every day'

Mission Statement

Our mission Statement:-

Aberdare Park Primary School is committed to raising the standards of literacy and numeracy of all of its learners, so that they develop the ability to use literacy and numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of everyday life and lifelong learning.

Assessment

At Aberdare Park Primary School we believe the key purpose of assessment is to move learners on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what learners are doing and informs future planning. The outcomes of our assessments will help the children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against learners in the cohort, the LA, Wales and our Family of Schools.

Assessment serves a variety of purposes including:

- Recognising the positive achievement of children and discussing the appropriate next stage of learning (Formative Assessment).
- Scrutinising learning difficulties in order that the appropriate remedial help can be provided. (Diagnostic Assessment).
- Recording the overall achievement of the child in an orderly way (Summative Assessment).
- Involving the child in target setting.
- Supporting teachers in evaluating the effectiveness of their teaching.

Our assessments will also provide information for others including:

- Parents/carers to show progression/concerns and involve them in the teaching process.
- Other teachers and staff to help them plan and gain informed views.
- Outside agencies to provide hard evidence of attainment.

The Literacy Numeracy Framework

Teachers use the skills from the Literacy and Numeracy Framework to plan daily activities ensuring these skills are tracked throughout the curriculum, as well as discretely.

From September 2013, parents will receive a narrative report about pupils in literacy and numeracy based on the framework.

From September 2014 the school will assess learners' literacy and numeracy across the curriculum using the LNF. Then at the end of the year, a narrative report will be given to parents highlighting their child's progress in literacy and numeracy both discretely and throughout the curriculum and next steps needed based on this assessment.

Assessment for Learning

This is the process of seeking and interpreting evidence for use by children and their teachers, to decide where the learners are in their learning, where they need to go and how best to get there.

It should

- Linked to the LNF
- Be part of effective planning of learning and teaching.
- Focus on how learners learn.
- Be central to classroom practice.
- Recognise the full range of achievements of all learners.
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Include constructive guidance to learners on how to improve.
- Take account of the importance of learner motivation.
- Develop the capacity for learners to self-assess so that they can become reflective and self-managing.

Assessment for Learning involves using assessment to raise attainment. Its principle is that learners will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. It involves:

- Sharing learning objectives with the children.
- Helping the children to know and recognise the standards to aim for.
- Establishing success criteria.
- Providing feedback that helps children to identify how to improve.

- Believing that every child can improve in comparison with previous achievements.
- The practitioner and child reviewing and reflecting on learner's performance and progress.
- Learners using self-assessment techniques to discover areas that need to be improved.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Planning Assessments

It is important that formative and summative assessments are incorporated into the planning process.

Our curriculum plans include a long term plan consisting of a two year rolling programme using the themes from the Cornerstones Curriculum. These plans are reviewed annually during staff meetings.

Medium term plans are completed termly through the adaptation of the Cornerstones half term topics.

Short term plans are completed fortnightly and include possible and planned activities, assessment opportunities and evaluations. Assessment opportunities are included in all teachers' short term plans, and the outcomes form the next stage of learning and teaching.

Evaluations take place on a weekly basis.

At the end of the topic, staff update all subjects in Incerts Electronic Assessment Programme.

The whole staff work as a team to review assessment issues and procedures, which operate at Aberdare Park Primary' School.

Our planning identifies:

- ❖ What the assessment will be
- ❖ Who is to be assessed
- ❖ How they will be assessed
- ❖ Who will carry out the assessment

❖ The next step

Assessment is carried out through talking to children, observing children and looking at children's work.

PPA time is allocated for staff to plan each week. Wherever possible it is expected that Year Groups plan together for half termly topics and that all staff will support each other through their knowledge and expertise. Planning should indicate appropriated assessment opportunities where possible.

Teaching Strategies and Learning Opportunities

At Aberdare Park Primary School we provide for differing abilities and strengths and aim to provide learning experiences which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account of adult perception as well as task and test results to analyse strengths and weaknesses of a learner. It is recognised that learners need as many ways as possible of showing what they know, understand and can do. Some learners will need a number of separate occasions when they can attempt to demonstrate knowledge, understanding and ability. It is sometimes necessary to revisit a concept to ensure learners make good and better progress.

Keeping Evidence

A range of evidence is kept in the form of:

- Practitioners' diaries.
- Individual reading records.
- Writing assessments.
- Mathematics information.
- Areas of Learning/NC subject records.
- Children's books.
- IEPs.
- Evidence of targets.
- Practitioners' notes of observations.
- Record of interview with parents/carers.
- Class target sheets.
- Portfolios.
- Incerts Electronic Software

Evidence of Self Assessment

Wherever possible children are involved in self assessment and are expected to contribute to their own targets, IEPs and reviews.

Within each class, activities are provided which require a range of groupings of children (individual, pairs, groups and whole class).

Formative Assessment

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. It helps practitioners to monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments

Through

- Observation
- Discussion
- Hard evidence

Diagnostic Assessment

To help identify strengths and areas for development of individual learners, staff carry out diagnostic assessments.

This is achieved through:

- Lucid Cops programme
- Spotlight maths
- Salford Reading test
- Hodder Maths Tests (Y2-Y6)

These may be linked with support agencies through the SEN Coordinator.

Summative Assessment

Summative assessments are used to help us decide what a child can do at a particular time and can be used as comparators.

This is achieved through:

- Literacy and Numeracy Tests – see below

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept.
- Data received the end of an academic year.
- The Senior Leadership Team need to have results of end of Key Stage assessments to identify school-based issues.

Literacy and Numeracy Tests

During May of each year, Years 2-6 undergo the Literacy and Numeracy Tests. The results are reported back to parents at the end of the Summer Term.

Target Setting

At the start of the school year each child is set appropriate targets end of year targets. Staff mark every focussed activity with the child using 'stars and a wish' to provide short term targets. The 'wishes' would be reviewed during the next focussed activity and highlighted if they have been completed.

Marking

Please see further information on marking in the Teaching and Learning Policy

At Aberdare Park Primary School the purpose of marking is to:

- recognise achievement and celebrate this with each child;
- help motivate children and allow them to recognise the steps needed to make in order to improve;
- help practitioners monitor children's progress and to plan the next steps in their teaching programme.

This is done through:

- Having a positive approach to marking which shows what has been achieved and gives indications for areas for improvement and progress where appropriate [two stars and a wish].
- Dated annotation in children's books.

Guidelines for marking and assessing

- Work will be assessed as appropriate.
- Responses will show achievement and indicate areas of improvement and progress where appropriate [two stars and a wish].
- Rubrics/success criteria must be used as appropriate.

Presentation

All practitioners should use the following guidelines with regard to presentation:

- Blue ink should be used for pupils' written work.
- Work should be dated and titled where appropriate.
- The quality of presentation should improve as learners' progress throughout the school.
- Drawings, diagrams and maps should be drawn using a pencil.

Monitoring

It is the responsibility of the Senior Leadership Team/ARR Leaders with direction from the Headteacher:

- To monitor the consistent use of the Policy across the School through the scrutiny of work, lesson observations, learner questionnaire and School Council and to report back to relevant staff on a regular basis.
- To establish a centralised system of recording and preserving marks and assessment levels.

It is the responsibility of all staff to:

- Ensure that all work is marked regularly according to the School's marking policy.
- Keep a record of targets achieved.
- Explain the marking and assessment system to learners.
- Ensure that assessment information informs further curriculum planning.

Recording

Recording needs to be ongoing, manageable and useful. Records should be held in such a way as to be meaningful and readily accessible. At Aberdare Park Primary School the purpose of recording is to:

- Help teachers monitor learners' progress – many of our records, for example, IEPs; AEPs and IBPs are shared with the learner. The sharing of these records help motivate the learner.
- Recognise achievement and celebrate this with the learner. This can be achieved through target setting, merit assembly, target achievement stamps, motivation stickers, circle time, certificates etc.
- To aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc. Therefore, we use note diaries.
- Note strengths and areas for development.
- Issues both personal & Social and behaviour

- Inform planning.
- Form a basis for reporting to:
 - learners
 - parents/carers
 - other schools
 - LA
 - Welsh Assembly Government
 - Provide a summary for discussion, and inform verbal and written reports.

Practitioners' recording systems will enable them to report in a variety of ways which are:

- Meaningful to parents/carers
- Contribute to the Annual Review Process
- Meaningful to outside agencies which may, from time to time, require information on attainment and progress.

Examples of recording

- Annual assessments
- Termly assessments
- Target setting, recording and monitoring
- Individual reading assessments as appropriate
- Annotation and marking of children's work
- Annotated writing samples
- Annual Reviews
- Achievements
- Behaviour
- Educational Psychologist and other professional advice
- Attendance issues
- IEPs; AEPs and IBPs reviewed and updated on a half termly basis

Reporting

End of Key Stage teacher assessments will be reviewed and information shared with practitioners and Governors. They will also inform reports for parents/carers. All records will be available for practitioners and will be completed as appropriate.

The report format provides opportunities for comments by:

- Learner
- Class teacher

- Parent/carer
- Headteacher

Reports are then sent home.

Our reports are summative and informative; they provide information on a child's progression and achievements to date. Comments are subject specific and are written to clearly show how well a child is progressing. The reports are written in the Summer Term so those targets can be set or re-set and agreed with learners and parents/carers. Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as, authorised and unauthorised absence. Opportunity is given for parents/carers to discuss this report with teachers and/or make comment in writing. Opportunities are made available for parents/carers at review meetings and at the end of Key Stage results.

Reading records and guided reading records are also kept by class practitioners informing learner's progress.

Verbal

Parents/carers have the opportunity to discuss their child's progress with the class teacher during parents' evenings held twice per year. School records are used to inform these meetings.

Between Staff

It is important that discussion takes place before learners transfer into another class, to or from another school, between practitioners.

This Policy will be reviewed in July 2015-2016