

Wingate Primary School

**Policy for
Assessment &
Record Keeping**

July 2018

WINGATE INFANT SCHOOL

ASSESSMENT AND RECORD KEEPING POLICY

INTRODUCTION

Assessment is at the heart of promoting children's learning.

At Wingate Primary School assessment activities are a normal and routine part of every teacher's practice. As a child completes a particular task, teachers may make some judgements relating to the outcome. Such judgements may have a variety of intentions:-

- to reinforce or extend learning;
- to acknowledge effort;
- to praise or raise self esteem
- to indicate scope for improvement.

We recognise that the assessment process is central to the curriculum. The assessment process is an integral part of the educational process continually providing feedback for the teacher to plan ways forward to reinforce or extend learning. Therefore, assessment needs to be incorporated systematically into the teaching strategies and practises at all levels.

PURPOSE OF ASSESSMENT

Information derived from assessment can be:-

- **Formative**

Enabling the positive achievements of a pupil to be recognised, discussed and the appropriate next steps planned.

- **Summative**

Recording the overall achievements of a pupil in a systematic way. This includes Statutory Assessment Tasks

- **Diagnostic**

Children's ability levels can be identified and appropriate provision can be made for them.

- **Evaluative**

Providing a means by which some aspects of the work of our school, LA or other discrete part of the educational service can be assessed and/or reported on.

More specifically, the purpose of assessment in our school is:-

- to help the individual pupil in his/her learning. This may include the need for a diagnostic element within the assessment process. It should indicate the strengths to be built upon and provide motivation through success.
- to help teachers evaluate teaching and learning.
- to help teachers to plan effectively. Teachers need to know where each child is achieving now so that appropriate next steps can be planned.
- to promote curriculum development in the classroom and across the school.
- to provide sufficient data for the completion of Teacher Assessment for each pupil to transfer to KS1 at the end of Foundation Stage, at the end of KS1 prior to transfer to KS2 and throughout KS2 prior to transfer to secondary school.
- to provide sufficient data to enable teachers to complete written reports to parents/ carers.
- to provide information for others. These may include the child, parents/carers, other teachers, governors, SENDCO, Educational Psychologist, learning support staff.

Assessment is important because it helps Teachers to identify, to plan for and to meet the needs of each individual child in our school. It is a way of gathering reliable information in a systematic way about the progress children make.

Above all the assessment process should allow all children, in our school, the opportunity to show what they know, understand and can do. It should value, inform and support the work of the child.

In order to achieve this, assessment in our school:-

- is an integral part of planning, teaching and learning
- is based upon commonly agreed explicit criteria
- directly involves the child at a level appropriate to his/her experience
- enables each child to fully demonstrate progress and achievement
- is free from bias, stereotyping and generalisation, especially in respect of gender, race, religion or belief and disability, recognising and responding to the cultural and linguistic diversity of our pupils
- reflects the methods and procedures used, good primary practice and a clear understanding of how children learn
- is concerned with the development of the whole child
- involves parents/carers as partners in the assessment process

- recognises that children need to make choices and decisions about their learning and reflect upon mistakes or achievements they have made as opportunities to move their learning on.

METHODS OF ASSESSMENT USED IN OUR SCHOOL

- Observation
- Questioning
- Pupil tracking
- Interaction
- Analysing errors
- Sampling
- Reflection and self assessment
- Using diagnostic materials
- Moderating work
- Subject specific test materials (eg Hodder)

THE IMPORTANCE OF EVIDENCE

Assessments in Wingate Primary School are based on evidence. This evidence is retained and stored, partly because it is a record of the curriculum in action and also because it helps us to understand what children have learned and thus helps us to plan the next appropriate steps in learning. The evidence is selected, stored and reviewed and can be in various forms, including:-

- Teachers' own notes of direct observation
- weekly planning and assessments for learning
- pupils' individual assessment booklets
- guided reading records
- children's workbooks
- samples of work
- photographic evidence
- VEO recordings
- reports
- displays
- end of key stage Teacher Assessments, Foundation Stage assessment and other test material
- moderated subject portfolios

CONTINUOUS ASSESSMENT

In order to achieve meaningful continuous assessment teachers should:-

- plan to collect evidence as a regular activity
- organise provision areas to promote independent learning
- provide opportunities for observation in everyday practice
- ensure that they engage in frequent observation to inform planning
- work and share with the child as partners in the learning process
- provide opportunities for child self-assessment
- use questioning strategies to provide challenging and achievable targets for the child
- involve other adults in assessment

- remember that assessment should lead to development of the learning process
- gather evidence in order to set clear objectives
- collate useful records for a wide audience
- gain an overview of the curriculum based upon individual progress
- check progress of individual children against expected and agreed whole school and national benchmarks using moderated exemplar material and portfolios.

Continuous assessment is NOT continuous TESTING. It is the frequent observing, monitoring and recording of progress and achievement.

THE ASSESSMENT TIMETABLE

In order to ensure that assessment is carried out in a systematic, professional and consistent manner we follow an Assessment Timetable (Appendix A)

Assessments are planned and an assessment programme is followed. The details of assessment are noted in planning. At Wingate Primary the assessment programme follows a cyclic timetable of assess, review, set targets, share targets with children through individual consultations, share targets with parents/ carers through individual Parent/ Carer Consultations, evaluate progress against targets, assess, review etc.

The Assessment Co-ordinator sets a clear timetable of dates on a termly basis and is available to discuss issues which may arise.

- A whole school assessment of writing takes place at least once each term where every child completes a piece of writing using the agreed format, style and stimulus. Each teacher assesses the writing against agreed assessment criteria. All work is looked at across the whole school. The Assessment Co-ordinator and English Coordinator establish ways forward for the whole school, individual classes, children etc. This is then implemented through planning, assessment and monitoring.
- Regular Book Scrutinies and monitoring activities will take place across each term to monitor progress and identify any issues in all subject areas including PE. This will enable leaders to monitor their own subjects and the progress our children can/ should make against national expectations.

This whole school approach allows all staff to evaluate standards, continuity and progression across the school.

Continuous assessments allow teachers to see immediately when children are not reaching the expected levels or exceeding the expected levels so that future planning can address these issues. Also support programmes such as Lexia and Phonics/ Maths Groups can be targeted at a specific group of children from the results of assessments. If a particular group of children are experiencing difficulty with a particular concept then targeted work to address this weakness will be planned by teachers and delivered intensively by them with the help of support staff. Measures to identify progression will be built into the programme.

Teacher Assessment is a means of evaluating teaching and learning; it informs future planning and supports judgements made. This is especially important prior to the administration of end of key stage assessments.

ASSESSMENT IN RECEPTION

Children are assessed using Foundation Stage Framework on entry to Reception in September and at the end of autumn, spring and summer terms. This is a statutory requirement and outcome data shows how well a child has achieved in their first year in our school. Measures are 1(= below expected level of attainment), 2 (= expected level of attainment) and 3 (= exceeding level of attainment).

Ongoing assessments are carried out throughout the Reception year, using observation, direct assessment tasks, interaction and any other appropriate opportunities for measuring progress and achievement of each child.

Observations are monitored by the Head Teacher with Teachers' weekly planning to ensure best support for progression for all children. Foundation Stage staff meet regularly and discuss attainment and progress and ensure that planning and provision enable all children to reach their potential. We are introducing the use of ExAT in Reception in 2017. We will continue to monitor progress using previous EYF resources and processes until the end of the academic year when a review will help form the decision about ways forward for EY assessment.

ASSESSMENT IN YEAR 1

In Year 1 children are assessed to measure their understanding and use of phonics. This is a statutory test and takes place each year in June. If children fail the test they must retake it the following year in Year 2.

ASSESSMENTS

At the end of Foundation Stage, Reception Teachers complete Foundation Stage Assessments for each child. Their judgements are based upon observations, tasks and interactions between staff and children.

In Year 1 all children undertake a Phonics Test. This national test is carried out as directed by national criteria and then results are marked in school. Any children who fail to meet expected levels of phonic knowledge and application will be retested in Year 2.

Towards the end of Year 2 and towards the end of Year 6, children are assessed using national and school based materials and tests to assist teachers to determine an end of key stage level of achievement. These are implemented using directed criteria and then marked in school. Children's attainment is measured against their ability to meet Age Related Expectations (ARE). Work from throughout the year is also used to form the final ARE judgement.

RECORD KEEPING AND REPORTING

Our record keeping system is as follows:-

Assessment Booklet – each child has an Assessment Booklet in which we record progress against the National Curriculum or the Early Years framework for

Reception. We also record attainment from objectives for learning within reading, writing, speaking & listening, maths, computing and Science. Each child is assessed regularly in terms of key skills, sight vocabulary and phonic knowledge. Outcomes are recorded in the Assessment Booklet.

Reporting – Interim Reports are collated in the autumn and spring terms to help staff, children and their parents/carers to recognise how children are achieving against AREs.

Annual Reports are completed in July. This records the overall achievement of each child and makes reference to the National Curriculum as well as providing information on social, emotional and physical matters as appropriate. Reports are discussed with parents/ carers and targets set for the year ahead.

End of unit assessments are carried out for foundation subjects on a half termly basis in KS1. Overviews of these are passed on to the relevant Subject Leaders and monitored to promote progress for all children across the Key Stage.

SEND/ MAT CHILDREN AND ASSESSMENT

In our school the Assessment Co-ordinator, SENDCO and MATCO work closely together. Through the assessment process SEND children can be identified and then appropriate, differentiated work (including Support Plans) can be devised. For these children, the challenge of attaining GLD in EY and ARE in KS1 can be immense. In these circumstances, it becomes even more important that appropriate, achievable targets are set, so that even small improvements can be identified and these achievements (which may include social and personal attainment) can be fully assessed and recorded. Appreciation of the context in which achievements are made is crucial to any consideration of children's individual successes. P Scales will be used when appropriate to measure progress of children with SEND

Children who are working above ARE or at GLD 3 will be monitored by their Teachers and their progress will be monitored by the MATCO. Support for these children is essential to promote progress and help them to engage with school challenges. Being MAT in one subject does not indicate a child is MAT in all subjects. It is even more important that the progress of these children is tracked and an appropriate approach to the curriculum provided (see MAT Policy)

ROLE OF THE ASSESSMENT CO-ORDINATOR

The Assessment Co-ordinator will:-

- endeavour to keep staff and governors well informed about all assessment issues through INSET, termly reports etc., and communicate this information to all staff
- support all staff and allocate specific time for completion of assessments and record keeping
- oversee compilation and up-keep of reports and records
- work closely with the SENDCO and MATCO to support children with extra learning needs in school
- manage assessment materials and monitor their appropriateness for current use
- be involved in the design of reports, 'planning' sheets and recording tools

- keep Parents/ Carers informed of national and school procedures for assessment and attainment through presentations, discussion, letters...
- amend this policy, as necessary.

CONCLUSION

In conclusion, we acknowledge that good assessment processes are at the heart of teaching and learning. If our pupils are to achieve their full potential, their progress and needs must be assessed systematically and efficiently. This policy accurately reflects current practise in Wingate Infant School but in order to maintain high standards of assessment we will regularly evaluate our practices and amend and adapt this policy, as necessary.

Last reviewed July 2018