The Pochin School Assessment, Assessment for Learning, Recording and Reporting Policy

Date Approved   29 November 2016

Date of Renewal   November 2019

Headteacher   ....

Chair of Education Committee   ....

The Pochin School Assessment, Assessment for Learning, Recording and Reporting Policy.

Introduction

Every child regardless of their ability, gender or race has an entitlement and equal right of access to Assessment, Assessment for Learning, Recording and Reporting. It is the responsibility of all staff to implement this policy.

What is Assessment?

Assessment has a number of functions:

- To inform the next steps in learning.
- To diagnose strengths and weaknesses.
- To evaluate the effectiveness of teaching.
- To summarise and report on achievement.

Rationale

Assessment is important because:

- It is an important strategy used in effective learning.
- It informs the process of planning.
- It will be part of our planning at all stages so that we can monitor progress and diagnose difficulties.
- It is part of all aspects of school life and involves the whole school community.
- It is a means to inform the school's development process.

Aims

Our aims in assessment are to:

- Gain a picture of starting points and value added information.
- Determine entry points into standardised tasks/tests.
- Reveal strengths and weaknesses.
- Discover whether teaching is effective.
- Help differentiate individuals /SEND and provide evidence for referrals.
- Find out what stage a child has reached.
- Provide transfer information to parents, next teacher or next school.
- Inform teacher planning and whole school curriculum development.
- Involving pupils in this process through Assessment for Learning (AfL).
    - Share learning goals/outcomes with pupils.
    - Provide feedback to help pupils identify how to improve.
    - Pupils self-assessing their work to discover areas they need to improve.
    - Recognising how this impacts on self-esteem and motivation which is crucial for effective learning and progress.

Strategies for ensuring continuity and progression

Forms of Assessment used:

- Formative – gives information about the progress of a pupil indicating future learning objectives.
- Summative – records the overall attainment of a pupil.
- Diagnostic – highlights strengths and weaknesses of a pupil.
- Evaluative – uses the results of assessments to inform decisions regarding curriculum provision and resources.

Evidence

- The Early Years Foundation Stage Profile.
- Art, Design and Technology (photo's), ICT work.
- Pupils' current work and books.
- Test/SAT's results: reading, spelling, punctuation and grammar.
- Personal and Spiritual Development Sheets.
- Annual Report to parents and Parents Evenings.
- Teacher records.
- SEND records.
- Attendance registers.
- Internal moderation of work between staff and within the Bradgate Education Partnership (BEP).

Reporting

This process will inform parents, governors, the Headteacher, other colleagues, LA/DfE, other agencies.

Reporting will promote continuity for the child when they transfer to their next class or school. Records will be passed on to the next teacher. Access is available to previously written end of year reports. The end of year report provides quality information to parents re their child's progress along with the Autumn and Spring term parents' evenings.

The role of the Assessment Co-ordinator

- Take the lead in policy development to ensure continuity and progression throughout the school.
- Support colleagues on the implementation of this policy.
- Monitor progress in the implementation process.
- Take responsibility for the purchase and organisation of assessment materials.
- Keep up to date with developments in assessment and disseminate information to colleagues as appropriate.

Marking Policy

Work is marked in order to:

- Motivate pupils and raise their self-esteem.
- Inform the children of ways to improve their work in a given subject.
- To check coverage of work.
- To inform pupils of their attainment against curriculum criteria.
- Inform parents and advise re levels of attainment i.e. emerging, expected or exceeding.
- Set future targets.

Teachers mark work according to the guidance provided by the Assessment for Learning (AfL) document.

Methods of Marking

- Marking and feedback will always be age appropriate. Teachers should vary the way they mark with/for pupils to ensure that it is always a lively, purposeful dialogue of celebration and improvement. The most usual form of marking will involve written acknowledgement of a piece of work. Where verbal feedback may have been given it is useful to indicate this with an appropriate symbol (v). Where a child's work has been supported, an (s) should be used to indicate this and a brief comment as to how the support was given.
- Most pieces of curriculum work will be marked to give an indication of success linked to the learning objective(s) and the some of the following examples may be seen as a teachers method of marking (this is not an exhaustive list):
  - A number of stars (*) or the initials hp may be used to indicate the number of house points awarded.
  - The use of coloured highlighters to indicate successful outcomes and areas for improvement e.g. green for success and pink to improve.
  - Written feedback to show what has been done well and what could be improved next time
  - Spelling errors corrected in the margin – the children may then use a spelling pad to practise the errors made.
  - References to pupils targets.
  - Traffic lights: green means I understand; Orange means I am unsure of certain aspects; Red means I do not understand at all.
  - The use of smiley, straight and sad faces to indicate levels of understanding/performance.
  - Stickers.
  - Peer checking – discussion with a partner as to what has been done well and what needs to be improve.
  - WILF grids (What I Am Looking For) to show what the teacher's objectives/outcomes are and how the children feel they have performed in relation to this.
  - Use of questions from the teacher in written feedback to stimulate a child's thoughts about their work. Evidence of those questions being answered and acknowledged.
  - Key Performance Indicators for end of year objectives.
  - Acknowledgement by the children of reading a teacher's comment e.g. Ok; Next time I will etc.