

Heathfield Primary School



ASSESSMENT AND RECORD KEEPING POLICY

Signed Head:

Signed Chair:

Date:

INTRODUCTION

At Heathfield we aim to celebrate the achievements of all our pupils. Assessment has a key role to play in identifying each individual child's achievements, ensuring that they maximise their potential.

Legislation requires schools to keep evidence of achievement in relation to the National Curriculum subjects. The gathering of this evidence involves us in the process of assessment. Everyday teacher assessment is fundamental to, and an integral part of, good teaching and learning, as this is how we gain knowledge of our children's needs, achievements and abilities.

At Heathfield, we believe that record keeping and assessment should not detract from our main task of teaching, but that it should inform our future planning and therefore complement our teaching. The system we adopt should utilise the fact that a great deal of valuable assessment takes place as a natural part of our teaching whilst we observe, talk to and listen to the children and also feeding back on their learning.

Assessment that is planned and integral to the curriculum is likely to provide the most useful information to us about the children's performance and is therefore best gathered from ongoing work.

AIMS

1. To use a system of assessing and recording which is manageable, informative and meaningful to all concerned.
2. To give a detailed picture of each pupil's development which both creates and supports the continuity and progression of their learning.
3. To report beyond the school to parents, support agencies, other schools, governors, LEA and nationally.

OBJECTIVES

1. To have a structured approach towards the formative and summative assessment of every child's work and progress.
2. To keep summative records on each individual child which track progress in the core subjects.
3. To report to parents both in an annual written report and verbally at parents' conferences and monthly parent pop ins.
4. To monitor and record children's progress in reading, writing, SPAG and maths termly to target appropriate intervention.
5. To use the objectives from the National Curriculum for the planning of teaching and learning from which teachers can identify assessment opportunities. Planning at class, group and individual levels will therefore be informed by the outcomes of ongoing assessment against the Heathfield curriculum
6. To carry out statutory teacher assessments, in line with the steps statements on Target Tracker, on pupils' overall attainment at the end of both key stages.
7. To ensure children are timed in KS2 to inform planning for stamina.
8. To make use of commercially produced assessment materials to streamline workload and to provide us with an accurate picture of attainment and progress.
9. To ensure appropriate assessments are carried out for vulnerable children and case studies demonstrate attainment and progress from baseline data.
10. To develop procedures for monitoring in order to standardise our interpretations of the statements which are the specific objectives against which pupil's progress and performance are assessed.
11. To keep additional detailed records of the progress, achievement and targets set for all children on the school's Special Educational Needs register, in the form of PLPs and for INA children (NASSEA steps).
12. To keep up to date with local and national developments relating to reporting and assessment.

GUIDELINES / WORKING ARRANGEMENTS

Core subjects

Assessments for Maths, Reading, Writing and SPAG take place termly (Oct, Feb, May). Teachers should refer to the calendar for dates.

Maths

For Maths, years 1,3,4 and 5 use PUMA assessments termly to track progress and identify children who are making less than expected progress. Year 2 and 6 use past example papers. As pupils are timed for assessments in KS2, pupils should be given time to complete the assessment but put a line using a ruler to show where they were at by the end of the time period. For formative assessment staff will give children targets based on maths pre-assessments. Targets will be set based on how the children did (green – problem solving challenges, orange – targets around objectives children did not perform well in, pink – targets based on basic skills). These skills should also be then applied across the curriculum.

English

For Reading, staff use Rising Stars (summative). Years 1,3,4 and 5 use PIRA assessments termly to track progress and identify children who are making less than expected progress. Year 2 and 6 use past SATs papers. For SPAG, staff use Rising Stars. Writing is assessed using a range of pieces that children have produced within their Communication and Learning Challenge books. For the Autumn term only, staff will need to use the previous year groups writing criteria to assess from i.e. if a child has left Year 4 at 4w+ (ARE at Summer 2) this means in Year 5 Autumn 1, staff will assess on the Year 4 criteria. As pupils are timed for assessments in KS2, pupils should be given time to complete the assessment, but put a line using a ruler to show where they were at by the end of the time period. The results of these are recorded on target tracker and the information on assessment is used to inform planning. These skills should also be then applied across the curriculum. Assessment for children that have not passed the retake in Year 2, for the phonics test, will be tracked. They will retake the phonics in Year 3 to assess if they pass. This assessment will take place during every assessment cycle.

Science

We carry out pre-assessments for Science. Children will then assess their learning by carrying out a post-assessment.

Foundation Subjects

In foundation subjects, teachers use National Curriculum coverage documents provided by subject leaders to plan and deliver lessons. Teachers will carry out a pre-assessment and a post-assessment to assess what learning will take place within the LC unit. The assessment information will then feed into teachers planning and delivery.

At the end of each term, the objectives are assessed using the National Curriculum objectives. Good progress shows that a child has made 6-7 steps of progress within one year group. (See appendix for more details on steps).

1. Every child in school has an Assertive Mentoring file in which his/her assessment records are kept. These are accessible to all professionals working with the children.
2. Teachers identify assessment opportunities on planning sheets for each subject. A combination of hard evidence, observation and discussion form the basis of teacher assessments.
3. As an integral part of their evaluation of lessons, teachers identify individual children or groups of children who require intervention, this is then discussed during Pupil Progress Meetings following each round of assessment – see monitoring calendar.

4. The Bolton Baseline Assessment Scheme is used to assess the children at the start of the Reception year and is updated at the end of the year to assess progress made against the same criteria.
5. In EYFS, staff use the 'Outcomes' document to carry out initial assessment then track progress using teacher assessment every half term. Staff use Target Tracker to track progress of all children.
6. This data is inputted into Target Tracker following each terms assessment.
7. Data is used by the assessment lead to look for trends to assist with supporting key groups of children and planning intervention. These form the basis of Pupil Progress Meetings with SLT
8. Assertive Mentoring files have children's targets based on evidence from their work in books and recent assessments.
9. Class targets, or goals, are displayed in class, these are priorities for whole class teaching, based on the current working level of the group.
10. Staff give children feedback at the earliest opportunity. Children are set challenges and these are evidenced in books. Children are given the opportunity to self and peer assess.
11. Teachers will provide verbal feedback to children and this will be evident in books.
12. Use of Fix it Time demonstrates where children have returned to their marking to improve upon their work. This should be completed at all times.

PUPIL PROGRESS MEETINGS

Pupil Progress Meetings are held once a term with teaching and support staff. Staff complete a proforma looking at children who are making less than expected progress and working significantly below age related expectations. Staff give specific information into the barriers that children are facing to not meeting ARE and what will be done to overcome the barriers. From this information, interventions are planned and a timetable is set. Staff are given resources and additional information to support with interventions. Interventions are monitored by the Assessment Lead and SENCO. Pupil Progress Meetings are held for foundation subjects once a term (the second half term of each term). This is to discuss foundation subject data and the key priorities for the coming term.

VULNERABLE CASE STUDIES

Children identified as vulnerable have a case study based on multiple barriers (two or more). Within each case study, information about attendance, point of entry and reason for being vulnerable. In addition to this, baseline data, historical attainment and previous years progress is also evident in the case study, as well as, current attainment (termly tracking information).

Information about pupil's targets from PLPs and Pupil progress meetings are also shown. They are RAG rated before each assessment period to assess how well the children have done with meeting their targets.

Where children did not enter before baseline data from Reception was carried out, the data should be received from their previous school or if they have come through ACIS, their ACIS assessment linked to the NASSEA steps.

Baseline data in case studies are from;

- Year 1 baseline data from baseline data in Reception
- Year 2 baseline data from baseline data from Reception.
- Year 3 baseline data from Reception and end of KS1 data.
- Year 4-6 baseline data from Reception and end of KS1 data.

REPORTING TO PARENTS

At Heathfield we operate an 'open door' policy with regard to parents who we believe are very much partners in the education of their children. On an informal basis parents are encouraged to come into school to discuss their child's progress should they feel the need to.

Parent pop-ins take place the first Thursday of each month. Parents may take this opportunity to discuss any concerns they may have with the class teachers who are always present.

Parents Conferences are held twice a year, one in Autumn and one in Spring term where parents are given an appointment to discuss their child's progress with the class teacher/s. This is an opportunity for the children to be involved in the conversations around their own learning.

Reports go out to parents at the end of the Summer term. The format of this report is in line with current legislation and gives details of each child's general progress, their progress in all National Curriculum subjects and a summary of their attendance and attitudes to learning. We also include targets for the core subjects. In the case of Year 6 children, the report also contains details of their SAT results where these are already available. The parents of our Foundation Stage children receive an annual written report in keeping with the Early Learning Goals.

Following the receipt of the written report, parents are invited to send in comments about the reports and discuss any matters arising at parent pop in.

Coffee mornings are held for classes following class assemblies every half term. This is an occasion where all the children's work is put on display for parents to enjoy and each class teacher is available for discussion about the work and report if necessary. The Parent Partnership Lead is also available to discuss matters relating to parent forum at this time.

A formal Parent Forum meeting also allows parents to meet with the Parent Partnership Lead to raise any other issues. These take place every half term.

PLANNING AND MONITORING

Subject leaders and teams are responsible for monitoring the standards achieved in their area of the curriculum and will carry out book checks, learning walks etc. It is important that there is an agreed understanding of standards between staff. Through the use of their monitoring files and by discussion with staff, subject leaders can help to reach consistency in teacher assessment and plan for additional CPD if required. See the Feedback policy for further assessment information about marking in books.

SPECIAL NEEDS

Pupil Progress Meetings can be used as an indicator of additional needs for individual pupils. The SENCO is informed upon the progress of children who are falling behind age related expectations, using this information to inform and update the register. The assessment lead and SENCO liaise to assess if children have met their needs. Children who are working significantly below age expectations will be assessed against the pre key stage standards if they are working below Band 1.

INA/EAL NEEDS

Children who have just arrived at the school (INA/EAL) will be assessed using the NASSEA steps. The steps will then allow teachers to correlate them into bands based on what the child is working within. Some sample questions will then be taken from the band they are working within to assess if they are below, working within or secure.

KEEPING EVIDENCE

Class teachers will keep the previous year's assertive mentoring details. All AM front sheets are kept in the AM files, in addition to the end of key stage assessments (year 2 SATS).

USE OF 'STEPS'

Steps break the new curriculum into easy-to-understand statements to assess effectively within each year group band.

Steps statements are broken into 'Bands' and, further, into subject areas. Bands broadly represent School Years, e.g. Band 1 statements are associated with Year 1; Band 2 statements are associated with Year 2, etc. However, a distinction is made between Bands and Years. Bands may have a broader spectrum where some pupils may be working above or below their School Year progression.

Steps can be used to show progress and attainment within each band. These steps are defined as:

b = beginning

b+ = beginning plus

w = working within

w+ = working within plus

s = secure

s+ = secure plus

Good progress shows that a child has made 5 or more steps of progress within one year group.

It is important at Heathfield Primary School for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.