



Curriculum, Staffing & Pupils

Chair of Committee _____

Review Date _____

Signed by _____

Date _____



ORCHARD PRIMARY SCHOOL

Assessment and Record Keeping Policy

Our aim at Orchard Primary School is to build an overall picture of a child as he/she progresses through the school.

Assessment is a continuous process and can be done in a variety of ways:

- by observation of the child
- by discussion with the child
- by marking work with or without the child there
- by formal testing

Assessment is therefore both formative (ongoing) and summative (a snapshot of the child's performance at that time).

Objectives of Assessment

- To indicate strengths to be built on
- To provide motivation through success
- To enable a diagnosis of individual pupil needs especially in identifying SEN and able pupils
- To inform medium and short term planning
- To provide information for the creation of IEPs
- To provide information to report back to parents
- To provide information to assist transfer from class to class or to other schools
- To help continuity, progression and differentiation by ensuring a match between ability and task

In order to be comprehensive, assessment must include the following:

- Observation
- Evaluation of teaching and learning
- Record keeping
- Evidence of attainment
- Reporting back to children and parents
- Reviewing planning, teaching and grouping

Ofsted have highlighted criteria where assessment procedures are good and outstanding. At Orchard Primary those criteria are fulfilled in the following ways:

Assessment must directly inform teachers' planning

Teachers will evaluate children's progress daily in mathematics and literacy and note issues to be addressed in planning on planning sheets.

Notes on general progress and planning implications for other curriculum areas are noted on the weekly planning sheet. Progress for individual pupils in AT1, scientific enquiry, will be noted at the end of each unit every half term and feeds into medium term plans for the following term. Science attainment is calculated at the end of half each term (each unit) and recorded. Rapid assessment is also recorded against individual objectives in

Computing to support future planning. Teachers also assess key skills in the creative curriculum and plan to ensure key skills are taught. This is recorded on the school 'S' drive in the Creative Curriculum folder for History, Geography, Art and D&T at the end of each half term.

Pupils should receive well-focused and diagnostic feedback to help them see how to improve

Please refer to the Feedback and Marking Policy for guidance on marking expectations.

Please refer to the English and Maths policy for guidance on target setting.

Pupils should be encouraged to judge their own success and be aware of targets for improvement

All lessons should have clear learning objectives and steps for learning that are shared with pupils so they are aware of the purpose of the lesson and the learning outcomes. Plenary sessions and return to marking times provide opportunity to reflect and review progress and for pupils to participate in judging their own achievements.

Some children may have additional targets related to their specific learning needs, to PEPs or to EHC plans. These are specific and achievable, enabling pupils to participate in assessing their own learning.

Information about children's needs and achievements is shared regularly between parents and staff including attainment levels.

Each year there are 3 formal opportunities for parents to meet with teachers. A home contact book is used to ensure ongoing communication between home and school. Parents are also contacted if a teacher is concerned about an individual's progress.

Every half term each class sends home a half term overview outlining the main focus for each subject to be taught.

Parents of pupils on the SEN Code of Practice will be contacted each term to discuss the educational needs of their child and where appropriate, their current stage on the Code of Practice.

Each child also has an end of year report providing written feedback on pupil's attainment, knowledge and attitude.

Staff moderate samples of work for English, Maths, Science and Creativity from each year group, each term.

Data from tests and end of year assessment (Internal testing, SATs and Teacher Assessments and EYFS Profile) are entered onto the Orchard Primary School database and are monitored by the HT, DHT, Literacy and Maths Subject Leaders. Data is tracked to measure attainment, identify over and under achievement and inform target setting.

Teaching Assistants (TA's) provide daily written feedback to teachers on the progress of pupils they have worked with.

Information is regularly shared between the class teacher and the SENCO and two SEN teachers. All TAs are aware of the individual IEPs for children that they work with.

A formal meeting with the SEN team, SENCO and Governor for SEN is held each term to update the SEN register. Evaluation of needs implementation is discussed as to whether progress has been apparent. Alternative areas of support for specific cases are discussed if progress is not apparent. Children can be moved within the register at any time. An overview sheet and current provision in comparison with the previous term is drawn up by the SENCO and presented to the Governing Body by the Governor for SEN.

More able pupils are recorded in a register. This is updated each term alongside focussed monitoring of pupils through observation, work samples and pupil interviews.

Assessment in the core subjects

To ensure that assessment feeds into planning, the assessment procedures have been grouped under short, medium and long term assessment to link with planning.

Assessment in Mathematics

Short term Assessments

- All lessons have clear learning objectives/steps for learning agreed with pupils so they are aware of what they are expected to be learning. Plenary sessions should be used to review progress and for pupils to judge their own success.
- Work is marked using pink and green highlighter pens to show areas of strength (linked to the learning intention/steps for learning) and areas for improvement. Where possible children should be provided with an opportunity to return to their work to make improvements, address misunderstandings or further stretch children's learning/work.
- Teachers will assess progress through observation (group work, whole class teaching and plenary). Information is recorded on the weekly plans.
- Notes on those who have not met or exceeded the learning intentions and points for further planning, are recorded on the weekly planning sheet.
- If a child shows evidence of attaining learning objectives a short time after the objective has been taught, this will be recorded on the Classroom Monitor.
- Children from Years 2-6 will be tested on their times tables on a weekly basis.
- Teachers will assess pupil's skills on a weekly basis through Maths Passports and Tables testing.

Medium Term Assessments

- Teachers need to ascertain children's previous knowledge prior to teaching each area of learning in maths. This can be done at the beginning of the unit or at regular times throughout the teaching of it. This then forms the basis of what needs to be taught throughout the unit. Ongoing assessment takes place during the unit to help the teacher to decide if children need concepts to be revisited, retaught or consolidated. At the end of the unit assessment needs to take place to inform the teaching of subsequent units in each block.

Long Term Assessments

Teacher assessments are updated at the end of each half term. They are also used by the SLT to monitor individual progress.

Please refer to Maths policy for further guidance.

Record Keeping for Mathematics

Children's age appropriate attainment is kept on Classroom Monitor. This is completed on an ongoing basis and the data extracted by the Assessment Coordinator each half term for analysis. The data capture dates are on the school diary for the entire year.

Early Years Foundation Stage

Baseline assessment is carried out using the 'Early Excellence' model from September 2015. Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document. We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use enjoy, explore, practise and talk confidently about mathematics.

Assessment in Literacy

Short Term Assessments

- All lessons have clear learning intentions/steps for learning that are shared with pupils so they are aware of what they are expected to be learning. Plenary sessions are used to review progress and for pupils to judge their own success.
- Work is marked with a comment reflecting whether the learning intention/success criteria have been met. Marking should give children an opportunity to return to their work to make improvements.
- Teachers will assess progress through observation (group work, whole class teaching and the plenary) and record notes on those who have not met or exceeded the learning intentions and points for future planning on the weekly planning sheet.
- Teachers will constantly monitor reading book levels and assess progress through the grade as appropriate.

- Guided reading happens every day and progress is assessed against learning intentions and age appropriate expectations.
- Children in KS1 and KS2 will be given spellings, from English National Curriculum expectations, to learn which are tested weekly.

Medium Term Assessments

Writing

Children's writing is assessed on an on-going basis using the age appropriate expectations found on Classroom Monitor. During each half term at least one independent writing task should be completed. Please refer to the English policy for further guidelines.

Reading

Reading is assessed on an ongoing basis with electronic recording of attainment on Classroom Monitor. Evidence should result from guided reading, individual reading, written comprehension and responses to questioning on an individual, group or whole class situation.

Long Term Assessments

Teacher assessments are updated at the end of each half term. They are also used by the SLT to monitor individual progress.

Please refer to English policy for further guidance.

Children's level of attainment is kept on Classroom Monitor. These are completed on an ongoing basis and the data extracted by the Assessment Coordinator each half term for analysis. The data capture dates are on the school diary for the entire year.

Assessment in Science and the Foundation Subjects

Assessment and Record Keeping

Assessment in Science is shown clearly in the short term planning sheets. Observation, marking, marking with child, discussion and formal testing are used to assess progress and inform future planning.

Children's level of attainment is kept on Classroom Monitor for Science and on prepared Excel Spreadsheets for Foundation subjects. These are completed on an ongoing basis and the data extracted by the Assessment Coordinator each half term for analysis. The data capture dates are on the school diary for the entire year.

For Science, teachers will both skills and content.

Children are being encouraged to self assess and discuss the effectiveness of what they have learnt. Work samples that have been moderated by staff are available to ensure consistency in assessment throughout the school.

OVERVIEW OF ASSESSMENTS EACH YEAR

	<u>In class assessments</u> Ongoing Classroom Monitor age appropriate assessments (Rising Stars Framework)
Ongoing	Reading Writing Maths Science and Creative Curriculum (Classroom Monitor) Writing assessment each half term. Individual targets for reading/writing and maths
Autumn 1	11+ exams End of Half Term assessment data- for pupil progress meetings
Autumn 2	End of Term assessment data for pupil progress meetings- Reading, Writing, Maths, Grammar And Punctuation, Science- Years 1-6
Spring 1	Reading and Maths Assessment Y3,4,5 End of Half Term assessment data- for pupil progress meetings
Spring 2	End of Term assessment data for pupil progress meetings- Reading, Writing, Maths, Grammar And Punctuation, Science- Years 1-6
Summer 1	KS1 SATs KS2 SATs End of Half Term assessment data- for pupil progress meetings
Summer 2	Reading and Maths Assessment Y1,3,4,5 Foundation Stage Profile End of year reports to parent/carers SEN review End of Term assessment data for pupil progress meetings

TRACKING

Foundation Stage

Pupils are assessed on entry to the Nursery and Reception classes across all areas of learning. Reception pupils are also assessed on entry against the early profile points. Progress in the Foundation Stage is tracked termly. Nursery pupils are assessed against the EYFS month indicators and Reception pupils are assessed within the FSP. Pupil progress and any key areas for development are discussed at pupil progress meetings which take place at the end of term.

Language development is tracked in the Nursery using the Renfrew Language Scale and the Speech and Language link programmes are used within Reception.

FSP data is also used to identify target groups in Year 1 and to identify key areas of weakness and any issues for transition.

KS1 and KS2

Classroom Monitor is used to track pupil progress in maths, reading and writing at the end of each half term. These are given to subject leaders who monitor progress. Pupils' progress is discussed at pupil progress meetings. The grids are used to indicate the percentage of pupils working at national expectations from the beginning to end of the year. Individual pupils can be tracked throughout the year.

This information is used when subject leaders monitor work to ensure teacher assessments are correct and for subject leaders to look at the appropriate challenge of work set and feedback to teachers accordingly.

Orchard Primary Tracking

The school has devised its own tracking. End of year data based from EYFS to Year 6 is put into the Excel spreadsheet. End of EYFS enables us to set an end KS1 target and end KS1 level gives a KS2 target. Underachievement can easily be identified and intervention can be set up. The tracking system also allows you to identify the performance of vulnerable groups of learners. The information will help provide information to set whole school targets and grouped targets.

Children are being encouraged to self-assess and discuss the effectiveness of what they have learnt. Work samples that have been moderated by staff are available to ensure consistency in assessment throughout the school.

Reporting to Parents

In reporting children's attainment on the year end report, staff report according to 'Year Group Related Expectations'. Attainment in each of the subjects will be indicated as shown below.

- N Working below expectations for the year group. (Where the child is working at is reported to the parent)
- B Beginning to work at the expectations for the year group.
- D Developing within the expectations for the year group.
- S Secure in the expectations for the year group.
- E Exceeding the expectations for the year group.

Reviewed Spring Term 2016

To be reviewed annually Spring Term