

ASSESSMENT RECORD KEEPING POLICY

Forest Park school is dedicated to promoting the welfare of its pupils within an inclusive environment; our policies and practices encompass the needs of all our children from Early Years to year 6 across all aspects of school life including out of school provision (for more details relating to Early Years see Early Years policy). It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community

For assessment in the Early Years please see the Early Years Policy

All current members of staff have the experience and expertise to recognise an acceptable standard of work based on the ability of the children in their class. We must ensure that expectations are established and that the quality, quantity and presentation of work meets these expectations, which should be matched with the individual child, and realistic in terms of that child's abilities.

Assessment Practices

Introduction

In order to put into practice the principles stated above and to full fill our legal obligations, pupil progress must be monitored, assessed and recorded on both a continual and periodic basis.

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives are set and children's progress expressed and monitored. The various forms of assessment must cover the range of skills and abilities we are trying to foster and should help us to test our effectiveness in achieving our aims with the pupils. At Forest Park school, assessment for learning is incorporated systematically into teaching strategies, Providing pupils with feedback on their efforts is a vital part of the learning process and hence the marking and recording of a pupil's work should form a part of the normal teaching process. it is a continuous approach which involves the seeking and interpreting of evidence for use by learners and their teachers to decide where the learners are in their learning where they need to go next, and how best to get there.

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

In all classes the results of homework, tests, tasks and other assessments are recorded in the marks section of the teacher's planner or progress folder. These should be used as the basis for planning work. Examination marks and grades and targets grades should also be recorded here. This is the primary source of information on pupils and should be retained securely for future reference, including records from past years. In KS2 pupils use their own progress sheets in their report file to record results in order to promote responsibility and self-motivation.

Aims

Using the principles and processes of assessment we aim to:

- monitor and track progress of individual pupils, groups and cohorts to inform target setting and support learning at a range of levels.
- recognise achievements of pupils
- guide future planning, teaching and curriculum development.
- inform parents and the wider community of pupil achievement
- support transition
- provide information to inform the school's strategic planning.
- comply with statutory requirements

Guidelines

Assessment will be used in the following ways:

We use **formative assessment** – this is ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on teaching materials and strategies employed. This assessment relates directly to the planned learning intentions so much of this assessment takes place in the classroom:

- sharing learning intentions at the beginning of the lesson
- involving children in self-evaluation against stated learning intentions
- focussing oral and written feedback around the learning intentions of lessons and tasks
- Organising individual target setting where appropriate, in order that children's achievements and targets are based on previous achievements at the same time aiming for the next level.
- Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.

As a result of formative assessments individual targets are set for each child.

We use **summative assessment** – these occur at defined periods of the academic year such as the pre-determined SAT's tests, NFER, QCA optional tests or at the end of a unit of work. This systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an effective essential tool for identifying progress over time.

We use **diagnostic assessment** – all assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. It is important to find out what attitudes, knowledge, understanding or skills are not properly learned or acquired and are therefore preventing pupils making the expected progress.

Assessment for Learning

The policy outlines not only how we perform Assessment of Learning but also how we assess for learning. Assessment for learning should:

- Be part of effective planning of learning and teaching
- Focus on how children learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because any assessment has a potential emotional impact
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which it is assessed.

Learners should receive constructive guidance about how to improve.

Assessment for learning develops learners' capacity for self assessment so that they can become more reflective and self managing. Assessment should recognise the full range of achievers and of all learners.

Teacher will make effective use of verbal assessment and may:

- use questions to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."

Teachers will use different types of questioning to enable pupils to self assess. They will use a range of closed and open questions and may:

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use a plenary to check understanding and reinforce learning.
- Conference with pupils so that they know what it is they need to improve.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils' work including points for improvement, "can do" statements and annotation for other adults such as teachers, parents and carers on the pupils' work.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and form the basis of reports. Recording will be manageable and relevant and may be kept in many ways.

Short-term recording:

APP records are kept and updated for each child in Maths and literacy

Teacher planner, mark book, children's work - notes about individual or groups of pupils' progress towards teaching objectives;

The will:

- help planning at short and medium-term levels;
- help set personal learning goals;
- be useful when talking to other teachers/SENCO or in identifying particular problems;
- allow teachers to plan intervention support.
- inform the teaching approach;
- inform the grouping of pupils;
- inform the choice of resources.

Medium-term recording:

Whole school tracking system, class assessment records

Recorded assessments will:

- Inform any discussion with parents about their child's progress
- Assist in individual target setting
- ensure a consistent approach to judging children's progress
- identify and support special needs in children
- identify and support Gifted and Talented children
- support the professional development of teachers
- assist in evaluating the success of curriculum delivery
- help identify curriculum targets

In this way the teachers, subject leaders, the Head teacher, pupils and parents, can monitor pupils' progress towards curricular targets. Practice will be in line with the school's expectations for assessment in Literacy, Numeracy and Science. Specific guidance is provided for teachers in other subjects.

Long-term recording:

This will provide information for external auditors, pupils and parents, the recorded assessments will be:

- Foundation Stage Profile
- Statutory assessments at the end of Key Stage 1 and Key Stage 2, including the end of Key Stage 1 and 2 transfer records
- Teachers assessments of pupil attainment based on a wide and varied range of evidence including:
 - GL assessments (NFER) results
 - Any other assessments used by the school, e.g. Year 3, 4 and 5 optional SATs tests.

Standardised Assessments throughout the school

At present, we have agreed the following:

Foundation Stage children follow the guidelines for Foundation Stage assessment and profiling, with agreed levels of evidence gathering. The Foundation Stage Profile is completed for each child at the end of the Reception year.

Children in Year 1 and above will have weekly assessments in spelling and mental arithmetic. From Year 3, Maths and Science assessments take place after each module.

The results of these assessments will be kept in the Teacher's File and, where appropriate, on the Assessment tracking system, providing a computer-generated recording system.

A full assessment programme is in place to support the learning and teaching of each group. This programme is available on the shared drive (tracking assessment and monitoring file).

Evidence of achievement

As a child progresses through the school, it is important that appropriate evidence is available to conform and inform assessment. Such evidence may come from a variety of sources...

Teacher's observation of children

We regard observation as extremely important. Staff should bear in mind the following points:

- teachers should stand back and observe as often as possible.
- observation should be undertaken with specific objectives in mind.
- both set tasks and free play investigative situations should be observed.
- observation can at times be either passive or interactive.
- use may be made of video or still camera where appropriate.
- we should aim to observe each child over a period of time engaged in.
 - individual work
 - small group / interactive situations
 - whole class situations
 - interaction with adults
 - structured and unstructured activity
 - situations covering a variety of curriculum activities
- such observations might result in written records. These may be kept as teacher's own informal records or entered as evidence in the child's pupil profile.
- such observations are an integral part of improving our understanding of each child's strengths, weaknesses and capabilities and should assist in planning for each child's future educational needs.

Pupil Profiles

A Pupil profile (including APP documentation) is kept for each cohort of children and is passed on to each teacher from Kindergarten to Year 6. The Foundation Stage Profile information identifies the starting point for the profile. Thereafter, a running record of assessment information, of evidence and of targets for individual children is provided within the profile:

Samples of extended writing for each child which has been levelled and moderated are also passed on to the next teachers showing progression. Each child's profile of assessed work is stored in a personal file kept in their classroom.

Whole School Tracking

The whole school electronic tracking system allow teacher to monitor the progress of each individual. This is update each term

- Results from NFER tests
- Individual NC target levels for maths, reading and writing and end of year NC levels (Teacher Assessments)
- End of Year age standardised scores

Marking

Marking will be used to inform planning and therefore will be a continuous assessment.

The marking will adhere to the marking policy.

Standardisation and Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- with colleagues in school
- by attending LEA sessions to ensure our judgements are in line with other schools
- by using the QCA and SAT's exemplification materials

School portfolios of moderated work is updated by subject coordinators and in each subject policy.

Special Education Needs

If teachers have concerns about a particular child then they will discuss with the SENCO what action to take in the interest of the child. The SENCO provides support to all teachers with the writing of the children's Individual Education Plan. The SENCO will arrange any necessary external assessments and monitor the effectiveness of the provision with the Director of Studies.

The Head teacher will report to the Senior Head Teacher on standards and school improvement.

Home – School Partnership

At Forest Park School parental involvement is welcomed and appreciated. We value the role of parents in the educational process. Parents help by sharing books / listening to their children read and by writing comments in the Reading Record Book which all children take home. From year 1 all children have

homework assignments. Parental assistance and comments on their children's approach to this work are welcomed (see Homework Policy). A pupil meet the new teacher session takes place in July where welcome booklets are then sent home to parents outlining new routines and organisation. There is a whole school welcome meeting in September, Year 5 and 6 parents have a 'Welcome meeting' when parents are invited in to meet the new class teacher and discuss curricular and other expectations for the year.

Reporting

Early years setting and KS1

A written report for each child is sent to parents each half term. The reports outline a child's progress in the core subjects. Targets for literacy and numeracy are also set. More detailed reports are sent home three times each year yearly reporting on the results of internal assessments and the child's progress in the core and foundation subjects. At the end of the Key stage, additional information including details of the SAT's testing will also be provided.

KS2

Weekly reports are sent home to parents outlining the weekly progress for each individual child. Along with the weekly report the Key stage 2 report file includes weekly targets and test results. Children and parents are encouraged to make comments.

Parents' Evenings are available termly along with parent – teacher contacts, both formal and informal, on an ongoing basis, parents are encouraged to discuss the progress or any issues with the class teacher or the Head teacher.

DISSEMINATION OF THE POLICY

All members of staff and Directors will receive a copy of this policy. Copies may be reviewed by parents on request to the Headteacher

PROCEDURES FOR POLICY MONITORING AND EVALUATION

This policy will be reviewed, evaluated and updated annually to assess its relevance and effectiveness.