

RAMSEY MANOR LOWER SCHOOL **ASSESSMENT, RECORDING AND REPORTING POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: STRONGLY RECOMMENDED

DATE ADOPTED:

Policy agreed by staff: RS date: May 2019

Policy agreed by Governors: JB date: May 2019

Date of next review: July 2022

PURPOSE

The purpose of the Assessment, Recording, Tracking and Reporting Policy is to ensure that all stake holders understand the purposes and principles underpinning assessment in our school.

We believe that Assessment for Learning (AFL) is the process through which:

1. **Children** know how they are doing and understand what they need to improve and how to get there. They get the support they need to be motivated, individual learners on an ambitious path of improvement.
2. **Teachers** are equipped to make well founded judgments about children's attainment, understand the concepts and principles of progression, and know how to use their assessment judgments to forward plan, particularly for pupils who are not fulfilling their full potential;
3. **Our school** has in place structured and systematic assessment systems for making regular useful manageable and accurate assessments of pupils, and for tracking their progress.
4. **Every parent and carer** knows how their child is doing, what they need to do to improve and how they can support the child and their teachers.

Alongside this, assessment may be *summative*, which provides a measure of what has been achieved against a specified criteria, or recognised norms. Assessment may also be *diagnostic*, assessment for diagnosing strengths and weaknesses.

PRINCIPLES OF AFL AT RAMSEY MANOR LOWER SCHOOL

Assessment for learning will:

- Be part of effective planning of teaching and learning
- 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 they are assessed.

PRACTICE

Pupils' work will be assessed carefully and constructively, and will be ongoing. Assessments will be made to inform teaching, the next teacher, parents and pupils. The systems used to make these assessments will be useful and manageable. The following methods will be used to ensure that clear and accurate assessments are made.

Summative assessment includes;

- Baseline in EYFS in Autumn Term
- A Foundation Stage Profile completed during the child's Reception Year
- Reception half termly teacher led maths assessments
- Year 1 Statutory Phonic Screening to be held in June
- End of key stage statutory attainments tests in Key Stage 1
- Year 2 Statutory Phonic Screening to be held in June who did not meet the expected level in Year 1
- Teacher assessment ongoing recorded on Target Tracker
- Termly unaided writing assessments
- Termly Mathematics White Rose Assessments for KS1 & KS2
- Y4 Times Tables Test (Pilot 2019 - statutory 2020)
- KS1 & KS2 Spelling Tests
- Termly test of reading and spelling High Frequency words
- Science assessment once topic is completed
- 'Burts' reading test and 'Youngs Parallel' spelling test only used for SEND

Formative assessment comprises clarifying learning intentions at the planning stage so that this assessment can take place in the classroom;

- Sharing learning intentions at the beginning of the lesson and discussing success criteria
- Sharing learning outcomes at the end of the lesson
- Involving children in self and peer evaluation against the stated learning intentions

- Focusing oral and written feedback around the learning intention of lessons and tasks
- Appropriate questions, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.

Diagnostic assessment to identify children's strengths and weaknesses in order to;

- Help children progress
- Inform parents of their children's progress
- Promote continuity and progression between year groups
- Ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work
- Identify and support special needs children
- Provide information to external auditors
- Support the professional development of teachers
- Assist in evaluating the success of curriculum delivery
- Encourage teacher reflection as to the appropriateness of teaching styles employed.

ASSESSMENT BY YEAR GROUP (see appendix)

Assessments are recorded on Target Tracker for Reading, Writing, Maths and Science. Assessments are updated at least every half term. This provides a continuous record of each child's progress, to ensure there is a smooth transition between year groups and to inform future planning.

REPORTING IN PRACTICE

Pupils' achievements are reported to parents through:

- Consultation Evenings twice a year between the class teacher and the child's parents as follows:
 1. Autumn Term – focus how the child has settled into their new class, and discuss how they are working towards the expected age related learning outcomes for English and Mathematics for years 1-4.
 2. Spring Term – focus on the child's work, strengths and weaknesses and how they are working towards the expected age related learning outcomes.
 3. Summer Term – Parents may book an appointment if they wish to discuss their child's report.
- An additional appointment may be called for by either the class teacher or the child's parents/carer if concerns arise at any time.
- Annual written reports to the parents.
- Teacher assessments are reported with the annual report for all year groups

- Overall standards and their trends, strengths and weaknesses are reported to the Governing Body by the Headteacher.

LINKS TO OTHER POLICIES

Teaching and Learning Policy
Curriculum Policies
SEND Policy
Equal Opportunities Policy
Marking Policy

APPENDIX 1**Ramsey Manor's Assessment Timetable**

October	
FS	FS Baseline – data submitted to Government
Vulnerable groups	Monitor Vulnerable groups list and identify on Target Tracker
SEND	Review IAPs and write new ones in readiness for consultations
Pupil Premium	Review Individual Plans with class teachers
English & Maths	Update objectives on Target Tracker & report summative assessment. Set individual end of year targets
English	Unaided writing (Pink Books) –assess against objectives & use agreed comment sheet
Maths	Termly Assertive Mentoring tests and pupil meetings
Computing	Computing booklet updated
Science	Once topic completed update objectives on Target Tracker

December	
English & Maths	Update objectives on Target Tracker
Science	Once topic completed update objectives on Target Tracker

February	
English & Maths	Update objectives on Target Tracker & report summative assessment
SEND	Review IAPs and write new ones in readiness for consultations
Pupil Premium	Review Individual Plans with class teachers
English	Unaided writing (Pink Books) –assess against objectives & use agreed comment sheet
Maths	Termly Assertive Mentoring tests and pupil meetings
Computing	Computing booklet updated

Science	Once topic completed update objectives on Target Tracker
English, Maths	Review end of year targets set in October. Discuss with SLT

May	
KS1 SATs	Y2 tests as appropriate
English & Maths	Update objectives on Target Tracker
English	Unaided writing (Pink Books) –assess against objectives & use agreed comment sheet
Maths	Termly Assertive Mentoring tests and pupil meetings
Computing	Computing booklet updated
Science	Once topic completed update objectives on Target Tracker

June	
Phonics	Y1 Phonic Screening (+ Y2 as appropriate)
FSP	YR assessed against Early Learning Goals and submitted to LA
English, Maths & Science	Update objectives on Target Tracker & report end of year summative assessments

July	
English & Maths	Update objectives on Target Tracker
SEND	Review IAPs and write new ones to be passed on to next teacher
Pupil Premium	Review Individual Plans with class teachers
English	Unaided writing (Pink Books) –assess against objectives & use agreed comment sheet
Maths	Assertive Mentoring tests and pupil meetings as necessary
Computing	Computing booklet updated
Science	Once topic completed update objectives on Target Tracker
General	All assessment information passed onto new class teacher
Reports	Children's reports sent to parents

