

COWLEY HILL SCHOOL

A POLICY FOR ASSESSMENT, RECORD - KEEPING AND REPORTING

At Cowley Hill we believe that the main role of assessment must be to support learning. We also believe that all learners, whatever age, need certain things to encourage and motivate them; clearly defined goals and/or tasks; clear targets to aim for; praise and reward; recognition of achievement: and clear information or guidance on what might be done to improve their work.

Aims

- ❖ To ensure effective teaching and learning
- ❖ To ensure a common understanding of aims, objectives and priorities
- ❖ To incorporate the requirements of the National Curriculum
- ❖ To inform members of staff, governors, advisers and other interested parties

Development

The relevant staff meets, discuss issues and share information received from a variety of courses attended. Change is initiated after thorough discussion and reflection on the principle of what is most valuable and manageable.

Underlying Principles

1. The needs of the learner are central in the planning and delivery of the curriculum and associated assessment.
2. Assessment should help to identify the extent to which the curriculum we plan is actually received by the children.
3. Learning is something that we do for ourselves, not something that we have done to us.
4. Due recognition is given to the fact that children arrive with pre-existing experience, ideas and knowledge and are not "empty vessels" to be filled.

Statement of Aims for the Organisation of Teaching, Learning and Assessment

The organisation of teaching and learning should:-

- ◆ Provide equal access to the curriculum for all our pupils and be sensitive to issues of equal opportunities relating to gender, ethnic minorities and children with special needs
- ◆ Give access to learning through experiences that are stimulating, challenging and purposeful, matching expectation to achievement and balancing structured and open activities

- ◆ Give children the opportunity to develop in all aspects and to become independent learners, taking responsibility for their learning and to respond positively to constructive criticism
- ◆ Allow for the use of a range of teaching/learning styles matched to activities
- ◆ Set clear objectives appropriate to the child's learning needs
- ◆ Include opportunities for assessment
- ◆ Develop manageable record-keeping and assessment mechanisms that ensure progression
- ◆ Provide a broad and balanced curriculum
- ◆ Provide curriculum information to parents, governors, LEA and DCSF
- ◆ Maximise the amount of time spent on teaching to ensure that different needs are taken account of – see teaching and learning statements
- ◆ Organise the class and groups/individuals within it so as best to meet the needs of the children.

Summative Assessment (See assessment cycle)

At the end of the Foundation Stage

At the end of Key Stage 1 the school will administer the SATS in accordance with national policy and report results to parents.

At end of Key Stage 2 the school will administer the SATS in accordance with national policy and report results to parents.

Standard Attainment Tests are also administered at the end of Years 3, 4 and 5. These will relate to National Curriculum Levels and serve to inform teachers about children's progress.

It is the responsibility of all teachers in all year groups to familiarise children with a test format that will enable them to feel adequately prepared for SATS in year 6. Timed activities in which children are given practice in reading instructions and questions carefully and giving complete and accurate written answers using specific vocabulary where necessary should become regular practice, eg every two weeks. This could be linked with work in any curriculum subject as part of an integrated topic. Similarly, practice in mathematical tasks should be given where children are required to record on paper their working out of problems under timed conditions.

Formative Assessment

The school uses formative assessment of children's work. Feedback focusing on attainment, achievement and improvement is particularly important in helping children to understand what is correct or good in their work and what needs to be done to improve their work. The school follows an agreed marking policy which the children understand. (See marking policy)

Principles and Aims of Teacher Assessment:

1. Assessment should be based on the achievement of individual pupils in relation to planned learning criteria related to relevant programmes of study and need not always be specific to NC Statements of Attainment.
2. Assessment should primarily build on strengths, pointing out areas that need development.
3. Assessment tasks may be broad, involving a range of observations or may be narrowly defined to a specific part of a programme of study.
4. Children may share the objectives and may be involved in deciding the criteria (eg What is clear writing?) or what they hope to find.
5. Assessment should involve teachers' own judgements of pupils' classroom work.
6. Children may be involved in making judgements against criteria in the form of self-assessment, individually and within peer-groups.
7. A cycle for Teacher Assessment activities that will allow for agreement of NC levels awarded and the compilation of a School Portfolio of evidence has been agreed.

Records of pupils Attainment

These enable us to:-

- ❖ Inform the planning of future work
- ❖ Inform the child's next teacher
- ❖ Help pupils know how well they are progressing
- ❖ Help when informing parents of their development and progress
- ❖ Help when reporting to parents
- ❖ Inform heads and governors about the work in the school
- ❖ Make judgements about pupil's NC subject levels at the end of Key Stage 2 and at the end of each academic year
- ❖ Justify professional judgements to others, including colleagues, the LEA and the audit agency
- ❖ Standardise judgements within and across Key Stages.

Records Kept at COWLEY HILL SCHOOL

Please see attached chart, Appendix 1.

Special Needs

A register of children with SEN is kept and maintained by the co-ordinator (SENCO). Individual teachers are responsible for identifying and assessing the needs of their children experiencing learning difficulties. Provision for such children is recorded as individual education plans. Assessment of progress is recorded at regular intervals. *Please see Special Needs Policy.*

School Portfolio

Credibility is vital to provide continuity and progression for pupils. This credibility will come from the validity and reliability of teacher assessment - a certainty that the levels attributed are based on a common and consistent interpretation of the criteria when the evidence of children's achievements is assessed.

A portfolio of assessed and annotated examples of children's work is to be compiled over a period of time. These examples will have been discussed and levels of attainment agreed (moderated). The portfolio will be housed in a ring binder in the staff room and will eventually contain several examples of learning at each level in each subject. We concentrate on core subjects and priority curriculum areas. County example of a "School Portfolio" is available in the staff room. Information from School Curriculum and Assessment Authority exemplifying standards is also available and should be referred to.

Children's Self-Assessment and the Marking of Children's Work

It is necessary to establish areas of common practice throughout the school in certain aspects of classroom management and in the marking of children's work if:-

- children are to be encouraged to be independent learners and to be involved in self assessment
- continuity is to be achieved

Reasons for marking children's work:-

- ❖ To show children, parents and others that it has been looked at
- ❖ To praise and to give guidance for improvement
- ❖ For assessment.

Written literacy work is marked using pink and green highlighter pen (Not year 1) – pink highlights best sections and green indicates that piece /section/ sentence could be improved. Spelling errors are underlined depending on needs of the child. Comments beyond "good" are written to provide constructive praise and guidance with emphasis on positive comments.

Children should be encouraged to evaluate their own learning against criteria suggested by the teacher and/or the children themselves and recorded in child's own work book or on target sheets. These may be shared with parents when discussing the child's progress and will be part of record keeping which will inform Teacher Assessment and planning. They may provide useful opportunities for celebrating accumulative steps in achievement.

Reporting

A written report to parents is sent out in the summer term. These reports include:-

- ❖ Brief particulars of a pupil's progress in all National Curriculum subjects and activities and in Religious Education
- ❖ Comments on a pupil's general progress - an overview - (academic, behaviour, health/well being, attitude to school/learning, motivation and special achievements)
- ❖ Comments on social skills (confidence, independence, group work, helpfulness, co-operation skills, relationships with adults and peers, willingness to accept responsibility, appreciation of others' needs and their feelings, how they resolve disputes etc)
- ❖ Comments on action for parents (an indication to parents of how they could lend positive support, and/or statement of praise for support being given)
- ❖ Comments by pupil him/herself about achievements
- ❖ A comments slip for parents to return
- ❖ Arrangements for discussing the report with parents should they request this
- ❖ Record of attendance
- ❖ Details of the whole period since the previous school report to parents
- ❖ NC assessment levels for core subjects
- ❖ Parents retain the report and a copy is kept in school.

Parent - Teacher Curriculum Meetings

- A curriculum meeting is held at the start of the year during which forecasts of the term's work are shared and domestic arrangements outlined ie PE days, homework requirements. Copies of forecasts are sent home in spring and summer terms.
- In the autumn and spring terms there will be consultation evenings for parents to discuss their child's progress and development by appointment. A summer term consultation is held for the Foundation Stage in order to share the outcomes of the FS profile. A summer term consultation will allow for the child's report KS1 and KS2) to be discussed at the parents' request.
- An 'Open Evening' is held in the summer term when the year's work is displayed.
- Parents are free to see teachers by prior arrangement at other times.

Reporting to Secondary Schools and Transfer of Evidence

At the end of KS2 a copy of the child's report to parents will be sent to the Secondary school that the child is due to attend, together with a summary of Teacher Assessment levels, SATS results and overall subject levels for the core subjects.

A preliminary transfer form indicating approximate, expected levels of achievement and information about interests is to be sent in advance of the above. The form used is as issued by county.

Reporting to Schools that Children Transfer to other than Secondary Schools

When a child transfers to another school the following data is sent:-

- ◆ A copy of the most recent report to parents
- ◆ A pupil data sheet including any standardised test scores
- ◆ Any relevant information about special needs
- ◆ A transfer of information sheet showing child's current teacher assessment levels in the core subjects. This may indicate that children are working across levels but emphasise a "best fit" level.

This will be sent directly to the new school on receipt of the new school's request. Children may take with them examples of their work e.g. topic books.

Roles and Responsibilities

It is the responsibility of the class teacher to see that the requirements of the policy are being met.

It is the responsibility of the assessment co-ordinator to:-

- Provide guidance and support to staff in implementing the policy
- Organise and review forms, proformas etc
- Maintain awareness of current developments in assessment, record-keeping and reporting and suggesting in-service opportunities
- Liaise with other parties outside the school as appropriate.

It is the responsibility of subject co-ordinators to:-

- Liaise with the assessment co-ordinator over matters particular to the assessment of their subject
- Ensure that an overview is maintained and quality of assessment is met equally across school (through agreement trialling perhaps).

See also Staff Job Descriptions.

Evaluation of Assessment, Record-Keeping and Reporting Policy

This will be as per rolling programme. The timing of evaluation will not be pre-determined but will depend upon changes in staffing, changes and developments in National requirements and the staff's assessment of the effectiveness of current policy when it may be identified in the school's Review and Development Plan.

The monitoring and evaluation of the policy will be noted in minutes of staff meetings and any changes noted in the policy document.

TW

APPENDIX 1

RECORD KEEPING AT COWLEY HILL SCHOOL

Type of Record	Reason for keeping	Frequency	Audience
Curriculum Framework	Evidence of planning broad and balanced curriculum. Coverage of National Curriculum.		Headteacher Governors Quality Auditors Teachers
Topic Webs (annotated as covered)	Evidence of planning Coverage of Curriculum	Termly	Supply
Medium Term Planning/Record Sheets per subject	As above and evidence of provision for individual needs. (Differentiation)	Termly	Supply
Weekly planning	Evidence of detailed advance planning for activities, management of resources, groupings etc.	On-going. Must show how differentiation is to be achieved.	Head teacher Supply Support Staff
Anecdotal notes	Record significant events or concerns.	On-going	
Teacher's notes	Record individual children's attainments. Teacher's aide memoire.	On-going	
Summary of Teacher Assessment - NC levels - Reading age	Inform next teacher of current Teacher Assessment levels in core subjects and immediate learning objectives or targets.	End of school year or on transfer.	Next teacher
Report	Copy of annual report to parents	Annually / on transfer	Parents Next teacher Next school
School Portfolio	Evidence of teachers' judgements of attainment levels.	On-going	Other schools within and across key stages