

West Exmoor Federation



Assessment, Recording & Reporting Policy

Reviewed in June 2016
Due to be Re-reviewed in June 2019

West Exmoor Federation – Assessment, Recording & Reporting Policy

Promoting children’s learning is the principle aim of our federation. Assessment and its subsequent recording and reporting lies at the heart of this process.

Principles

- Assessment should be an integral part of teaching and learning and relate directly to what children can do
- Assessment should provide the basis for teacher decisions about further learning needs
- Assessment should direct individual, group, cohort and key stage targets
- Assessment should reflect expected routes of pupils’ development and learning
- Assessment should provide information to inform the school’s strategic planning
- Recording and reporting of assessment should be consistent and fair across the federation
- Assessment should inform pupils of what the next steps in their learning are.

Guidance

Assessment can be summative or formative. Summative assessment will be the assessment of learning and is based upon performance against normative referencing. Formative assessment will be assessment for learning and is based upon progress against individual referencing. Formative assessment should support the process of learning; summative assessment measures the results. A balance of summative and formative assessment will be adopted throughout the federation. The principles of Assessing Pupil Progress (APP) underpins all assessment.

Procedures

Summative and formative assessment should be carried out throughout the year in accordance with our agreed Annual Assessment Planner.

Medium and short term planning should clearly identify assessment opportunities.

Teachers should keep copies of all completed assessment in the appropriate Cohort Assessment File. These files should include, where available;

- List of current Tracker Children (SEN, below average, average & above average), together with moderated work
- iTracking for reading, writing and maths and associated layered curricular targets
- Foundation Stage Profile to be completed within six weeks of starting school as a Baseline
- Foundation Stage Profile, KS1 and KS2 SAT Results
- Y3 → Y5 Optional SAT Results
- Analysis of SAT results including progress made in line with expected levels
- KS2 predictions taken from DCS Smiley Disk
- Termly foundation subject assessment grids
- Phonics screening data

Children should be made explicitly aware of their targets and next steps to move forward. This can be done through sharing APP targets in the front of books, alongside pupil conferencing. These targets should be referred to on a daily basis, and be no more than 2 or 3 target areas. Children should have regular and immediate access to their targets and prompts within the classroom and through teaching as to what a target looks like when it is achieved should be clearly displayed. Curricular targets should be reviewed half termly and form the basis of daily over-riding assessment criteria.

Subject leaders will ensure that moderation for their Literacy and Numeracy takes place as laid out in the Annual Assessment Planner and in line with their job profile.

Usage of Assessment Information

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches
- To review layered curricular targets so that they can be amended if necessary and yet still be realistic and challenging
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance
- To inform the governing body of the federation's standards and improvement through the headteacher's report to the governing body
- To analyse performance in terms of cohorts of pupils as well as analysis of the achievement and attainment based upon ethnicity, SEN, gender, EAL, travellers, asylum seekers, refugees and pupils looked after by the LA.

Special Needs

Assessments for children with Individual Education Plans are carried out on a termly basis against their individual learning targets for the term. The class teacher and/or SENCo should carry out assessment prior to the termly review meeting. Reviewed IEPs should be kept in the appropriate class SEN file and in the child's own SEN file.

Annual Summary Reports

Teachers are expected to complete an annual summary report for each child during the summer term in accordance with the agreed format. Teachers should identify subject coverage, progress made during the academic years, a behaviour/attitude overview, SAT results (if applicable) and targets for the subsequent term. There are also two parent consultations during the year: September, to discuss settling in and targets for the year, and a Spring term consultation which is focused on targets and moving forward.

Monitoring and Evaluation

The Headteacher is responsible for monitoring the completion of appropriate assessments throughout the year. The Headteacher and appropriate subject leaders are responsible for monitoring the completion of agreed half-termly, termly and annual assessments.

Review

This policy will be reviewed every 2/3 years, the next review being due in June 2019.

Formative Assessment Summary Checklist

You will find evidence of formative assessment in:

Planning with:

- Emphasis on learning objectives and outcomes and these being explicitly shared with pupils and other adults in the classroom;
- Assessment criteria for feedback and marking including self and peer assessment
- Differentiated groups and changes to these groups as deemed necessary;
- Review time and flexibility built in;
- Annotations with notes of pupils to focus on because they need consolidation or extension work;
- Use of guided group sessions for explicit formative assessment opportunities;
- Adjustments highlighted – what worked, what didn't, why?
- Key questions that really assess pupils' understanding and misconceptions;
- Events that showed unexpected outcomes.

Teachers who are:

- Using their knowledge of pupils and why they make mistakes and responding to judgements about next steps/intervention strategies;
- Sharing learning objectives and outcomes and using them to give feedback both verbally and in writing;
- Demonstrating a reflective approach to teaching and learning and building in review time for themselves and their pupils;
- Encouraging pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress;
- Modelling a variety of skills, attitudes, standards and qualities for pupils;
- Analysing pupils' performance in tests and using the information for future learning plans;
- Feeling confident and secure in their classroom practice.

Pupils who:

- Demonstrate motivation, self esteem, independence, initiative and confidence;
- Engage fully with responses to questions, contributions to plenaries, explanations and descriptions;
- Understand their current level of performance, know what their current curricular targets are and know what they have to do in order to achieve them;
- Show a desire to improve their current level of achievement and have high expectations of themselves.
- Actively engage in the processes of formative assessment including self and peer assessment

Federation Ethos which:

- Values attitudes to learning with trusting relationships;
- Encourages and builds self-esteem;
- Utilises systems that support pupils;
- Uses value-added data- we want children to exceed their potential.
- Provides support, guidance and appropriate training;
- Manages change well and includes maintenance systems;
- Encourage review and self-evaluation at individual, subject, school and federation level