

**Hamilton Primary School**



**Assessment, Recording and Reporting of Achievement Policy**

**Approved by Governors : 27 January 2015**

**Review Date : Spring 2018**

**Policy for Assessment, Recording and Reporting of Achievement**

## **Aims of the policy**

The aims of this policy are to:

- Provide an agreed strategy towards Assessment, Recording and Reporting of Achievement
- Clarify procedures and ensure their consistency of practice around the school

## **Objectives**

- To ensure that all learners reach their potential through consistent assessment of work and using this information to inform planning.
- To ensure assessment and recording procedures meet specific statutory requirements to parents, governors, Local Authority, the Governing Body and other agencies, which may require them, for example, Ofsted, SEN.
- To inform the setting of success criteria and individual and group targets.

In order to achieve this we believe that:

- Records and evidence of assessment must be useful and manageable.
- To be fair to learners, judgements need to be consistent.
- A variety of assessment techniques, for example, observation, questioning (oral and written), photography, taping and drawing, will be used.
- Feedback needs to be both verbal and written and should where possible be target based.
- Assessment will focus upon national curriculum standards, a specific lesson's success criteria or ELGs.
- Learners will be involved in reviewing/self-assessing their own and other learners' work where and when appropriate.
- Effective assessment involves learners, parents and other adults, as well as the teacher.

## **Assessment**

### **Formative Assessment - (A definition)**

This is assessment that takes place every day within classrooms, the school site and between all adults working with learners. It is the process of discussing, observing and feeding back to a learner at any point during the learning process.

### **Summative Assessment – (A definition)**

This assessment usually consists of testing pupils at a certain point of the year, for example – at the end of a term or the end of the year. This assessment can use tests, such as: the National Tests at the end of Key Stage 2, the Year 1 phonics screening check, the Abacus Active Learn half termly Maths tests or teacher assessment within Key Stage 1.

### **Assessment for Learning – (A definition)**

Assessment for Learning (AfL) means using evidence and feedback to identify where learners are in their learning, what they need to do next and how best to achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; understanding between teachers and learners on what they need to improve, and agreement on the steps needed to promote sound learning and progress.

### **Formal Assessment:**

In order to satisfy statutory requirements, learners at Hamilton Primary School are formally assessed:

- At the end of the Foundation Stage through the Foundation Stage Profile.
- At the end of Year 1 through the Phonics Screening Check (and again at the end of Year 2, if necessary)
- At the end of Year 1-6 through teacher assessments.
- At the end of Key Stage 1.
- At the end of Key Stage 2.
- Learners are also assessed on a termly basis using Target Tracker.

### **Learning Skills**

The school uses 'Core Learning Skills' on a half termly basis. These are displayed within classrooms and referred to on a regular basis. They are an integral part of the learning and assessment structures within the school.

### **The school staff will:**

- Use their professional judgement
- Assess formally and informally
- Ensure that assessment is ongoing
- Assess when it is most appropriate
- Ensure that assessment is in partnership with the learner
- Make time available for the learner to reflect on comments
- Identify SEN learners and work in conjunction with the SENCO and SEN policy

### **SEN**

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support that is 'additional to or different from' the provision that is made for all children through Quality First Teaching will be monitored regularly against their support plan targets. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met. See 'Special Needs Policy' document for more details.

### **Equal Opportunities and Inclusion**

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereo typed or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be investigated in order to inform teaching and learning. See 'Inclusion Policy' document for more details.

## Recording

Assessment data will be formally recorded on a termly basis by the class teachers in the core subjects of Reading, Writing and Maths via Target Tracker. This data will be collated by the Deputy Headteacher and analysis will be made in conjunction with the headteacher, Senior Leadership team and class teacher.

Teachers will also record assessment data on a day to day basis. These records will be used to inform members of staff of expected levels of progress and provide a stimulus for professional conversations about individual learners. Records will be shared with the SLT, SENCO, Learning Support Assistants and other staff as appropriate. These records need to be relevant, meaningful and diagnostic.

Within the Foundation Stage, records are kept using Target Tracker and the Foundation Stage Profile.

## Assessing Pupils' Progress using the National Curriculum Statements on Target Tracker

The school uses the National Curriculum Statements on Target Tracker as a means to assess pupils' progress in the core subject areas of Reading, Writing, Maths and Science. These assessments take place regularly throughout a term and are inputted into Target Tracker for each pupil for Reading, Writing, Maths and Science.

The National Curriculum Statements on Target Tracker are a structured approach to periodically assessing Reading, Writing, Maths and Science so teachers can:

- track pupils' progress from Year 1 through to the end of Year 6.
- use diagnostic information about pupils' strengths and weaknesses.

The National Curriculum Statements on Target Tracker support teachers in providing a broad curriculum and developing their skills and judgements for assessing pupils' progress. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations.

After assessing against the National Curriculum Statements on Target Tracker, teachers make a Steps judgement.

## What are the benefits of using the National Curriculum Statements on Target Tracker?

- It does not require special assessment activities but involves recognising significant evidence from the opportunities generated by planned teaching and learning.
- **It reduces the need to use tests** and specific assessment tasks to make assessment judgements by taking into account a far wider range of evidence. This gives a clearer and more accurate picture of learners' achievements and progress.
- It provides a valuable opportunity for professional development as it gives teachers effective tools to develop their assessment and teaching techniques.
- It provides a common framework for teachers to share and discuss the evidence they have of learners' progress, to build assessment expertise and develop confidence.

- It directly informs discussions with pupils and future planning, teaching and learning.
- It enables better transition between key stages.

## **Moderation**

Within Hamilton the teachers undertake the process of moderation and standardisation at periodic times of the year to ensure that judgements are in line with higher or lower year groups. These discussions are ideal to have in **YGAT** (Year Group Achievement Team) meetings, which are held once a week with year group partners. Here, on a periodic basis, the focus could be on levelling pieces of individual work or planning opportunities for assessing assessment foci (AF's) in certain subjects.

From time to time the Senior Leadership Team (SLT) and subject coordinators will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. Within the core subjects, National Curriculum statements and expectations will be used.

Cluster meetings are also held each academic year with other local Primary schools where the focus is on moderation within subjects/ year groups across the cluster.

Target Tracker contains examples of work in reading, writing and maths that have been annotated and have commentary attached to demonstrate the National Curriculum expectations that are being met. These are designed to help teachers judge where a child is working against National Curriculum expectations.

In addition to this, the Department for Education has developed Performance descriptors for use in key stage 1 and 2 statutory teacher assessment for 2015/2016 to help teachers judge where a child is working against National Curriculum expectations.

## **Reporting**

Reporting of each learner's progress takes place during the Autumn and Spring terms through the dialogue of the Learning Conference. This is an opportunity for the class teacher and learner to discuss and agree targets for the year ahead.

Further information on each learner is held in the 'Pupil Profile'. These are held by the class teacher in the learner's classroom.

The school produces a report on each learner at the end of July which is published to parents. It conforms to the statutory requirements as laid down by the Department for Education. The report contains progress information, targets and teacher comments.

The school also uploads Teacher Assessment (TA) data to the DfE as per statutory requirements. This data is stored in Target Tracker and is the responsibility of the Assessment Coordinator to upload in a timely fashion.

## **Reporting at transfer within the primary sector or to the secondary sector**

### **Externally**

The report, which we send with our learners who transfer to another school within their primary experience or upon transference to the secondary school, is the same as the End-

of-Year-Report to parents. As well as this we pass on medical records, reading test scores and end of Key Stage Test/Task results plus any appropriate additional information we consider relevant.

### **Internally**

When transferring learners within the school to the next teacher, we pass with them:

- Via Target Tracker – end of year Steps assessments and assessments against National Curriculum Statements for Reading, Writing and Maths
- Pupil Progress books;
- Pupil's Assessment Profiles;
- End of Key Stage Test/Task results;

At the end of each school year a meeting is held between teachers to transfer records and other information about the class. End-of-Year-Reports, test results and other relevant information are discussed and passed on. Targets for future planning are a key element of these meetings.

### **Assessment Co-ordinator's role**

The school has an assessment co-ordinator whose role it is to:

- a) maintain the school's assessment policy and guidelines in consultation with the staff;
- b) be responsible for the evaluation and regular updating of such guidelines;
- c) ensure that assessment procedures are clear to all staff;
- d) ensure that assessment procedures are being carried out in line with school policy;
- e) work with the subject co-ordinators to confirm that assessment requirements across subjects are coherent, manageable and effective;
- f) work with subject co-ordinators to ensure that learning objectives in medium-term plans are appropriate and challenging;
- g) liaise with Key Stage co-ordinators on continuity of assessment across key stages;
- h) set targets for improvement, with the SLT;
- i) liaise with Year 6 teachers to collate transfer information to Secondary schools;
- j) develop and co-ordinate school-based formal assessments;
- k) confirm that formal tests are carried out efficiently and accurately;
- l) ensure that statutory test requirements are carried out according to requirements;
- m) monitor the performance of children and groups of children;
- n) manage the budget delegated to assessment;
- o) order, maintain and store assessment resources;
- p) attend and recommend appropriate courses, promote school-based in-service training and be familiar with current research, including statutory requirements;
- q) analyse end-of-year test results and produce reports for SMT;
- r) and develop and monitor end-of-year-reports to parents.

### **Responsible parties**

The governing body, in partnership with the Headteacher and Assessment Coordinator, determines the school policy for assessment.

The Headteacher and Assessment Coordinator are responsible for working with staff to devise,

monitor, evaluate and review procedures for assessment.

The teaching staff is responsible for carrying out the agreed procedures for assessment.

The governing body and Headteacher are responsible for ensuring that teachers receive 10% PPA

Time.

