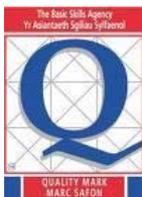# YSGOL GYNRADD
ROGIET PRIMARY SCHOOL

Assessment Recording
& Reporting Policy

May 2017

POLICY FOR ASSESSMENT, RECORDING & REPORTING TO PARENTS/CARERS

This policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Rogiet Primary School, where all staff are involved in its development and implementation.

The policy has been updated following the implementation of the national Literacy and Numeracy Framework (LNF) in 2013. This policy is reviewed annually.

What is Assessment?

Government initiatives and guidelines on assessment have increasingly emphasised the way in which assessment should be used to improve learning, as well as to measure it. This is assessment **for** learning (AfL) which is different from assessment **of** learning.

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of priority of pupils' learning.
(Black and Harrison 2004)

Good assessment practice must empower pupils to become active learners, taking responsibility for their own learning.
(Black and Harrison William 2002)

Give feedback that enables pupils to know the next steps and how to succeed in taking them
(Assessment Reform group 2002)

Rogiet Primary School views assessment as a process **that both promotes learning** and is **integral to effective teaching and learning.**

- ▪ It is an essential part of the teaching and learning process.
- ▪ It involves sharing learning goals with pupils.
- ▪ It aims to help pupils to know and to recognise the standards they are aiming for.
- ▪ It involves pupils in self and peer assessment.
- ▪ It provides feedback which leads to pupils recognising their next steps and how to take them.
- ▪ It is underpinned by a belief that every pupil can improve.
- ▪ It involves both teachers and pupils reviewing and reflecting on assessment data.
- ▪ It allows for unexpected as well as intended outcomes.
- ▪ It focuses on process as well as outcomes.

Aims

The school aims in assessment are:

- to ensure that all assessment strategies are sensitive to the needs of all pupils with regard to race, gender, ability, creed and home language;
- that it will be an integral part of teaching and learning, drawing upon everyday activities so that each child makes progress at the optimum rate;
- to provide a broad picture of a child's academic, social and personal achievement;
- to enable teachers and pupils to identify individual strengths and areas of weakness;
- to enable pupils to be responsible for their own learning through developing self assessment strategies;
- to share success criteria on a consistent basis with pupils;
- to confirm judgements on pupil performance;
- to act as a motivator to success and to raise pupils' self belief and self esteem;
- to comply with statutory requirements of the National Curriculum 2008, the Foundation Phase curriculum and the LNF and their assessment procedures;
- to diagnose individual children's needs;
- to set both whole school, class, group and individual targets;
- to encourage children to reflect on their learning and their learning needs;
- to appraise own teaching and to inform future planning;
- to ensure that IDPs are regularly updated where appropriate and serve to support the pupil in their individual learning;
- to identify pupils that are 'more able' in any sphere of the curriculum;
- to provide accurate information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA and Welsh Government;
- to provide evidence of the school's progress against LA, National and Family Schools Performance data, and to use such data to set whole school targets for continued improved performance.

Forms of assessment

There are several forms of assessment which can provide teachers, pupils and parents with accurate information on how well the pupil is attaining and/or achieving.

Formative assessment is on-going during the course of every day teaching and can be verbal, written or both. It provides pupils with clear targets and feedback about their achievements and likewise provides information for teachers on curriculum delivery. For assessment to be truly formative, the feedback must to be used to inform future planning for both teacher and pupils.

Diagnostic assessments enable the teacher to identify a child's specific learning needs (strengths and weaknesses) so as to initiate appropriate support, such as differentiated activity and specific individual targets for the pupils.

Summative/Focused assessments provide overall evidence of attainment against identified criteria, i.e. what a pupil knows, understands and is able to do at a particular point in time.

National Literacy and Numeracy Tests were introduced by the Welsh Government in May 2013 for pupils from Y2 – Y6. These are used as part of the assessment process to assess pupils' abilities in reading and numeracy and to judge year on year progress.

Screening tests are used in certain instances to help review a year group's performance in a specific area.

Evaluation is a means to identify where additional resources/strategies are required to improve quality of practice and to assess the impact of this.

All these forms of assessment are used to help track pupil progress and to inform the whole school and individual target setting process.

Individual Target Setting/Pupil Self-Assessment and Peer Assessment

All teaching staff work together at the end of each Summer term to set realistic and challenging targets in core areas for Yr 2, 4, 5, 6 pupils. These targets are reviewed regularly throughout the academic year by both staff and via Challenge Advisor visits. Pupils also work with teaching staff to set their own individual challenging but achievable targets to improve learning. For effective target setting to occur, pupils should be encouraged to be constructively critical of their and other pupils' work. Pupil and/or peer self assessment is seen as an integral part of the assessment process.

<u>Planning for Assessment</u>

It is vital that assessment is planned for and is at the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engage in collaborative planning over key stages to ensure continuity and progression;
- Planning is related to skills within Curriculum 2008, the Foundation Phase Framework, The Skills Framework (non-statutory) and the Literacy Numeracy Framework (LNF). Cornerstones form the basis for short term planning (weekly). Assessment for Learning opportunities are identified as appropriate in planning on the basis of differentiation and individual pupil's needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work;
- The ARR co-ordinator liaises with the literacy and numeracy co-ordinators to ensure inclusion of the LNF elements in assessments.
- Staff meetings are used to discuss issues relating to Assessment, Recording and Reporting;
- Short term planning formats encourage teachers to be self-evaluative and such evaluations are used to consistently inform future planning;

- All planning is retained centrally (electronically) and on-going evaluation of planning allows for subsequent modifications to be made;
- Teachers use LNF tracker and Alfie for recording the progress of individual pupils in core subject areas of English/Language Literacy & Communication and Maths/Mathematical Development.
- From September 2013 teachers also track pupils' progress against the elements of the LNF.

Effective Strategies of Assessing

Teachers constantly create opportunities for children to learn, and such opportunities for learning often provide opportunities for assessment. Assessment opportunities can therefore include the full range of strategies, e.g:

- Observation;
- Listening;
- Sensitive, challenging questioning and discussion;
- Pupil self-assessment;
- Peer assessment;
- Pictorial/graphical presentation;
- 'Closing the gap' marking;
- Testing;

Evidence of Assessment

a) **Teacher Assessment**
   Assessment is both continuous and periodic. Individual continuous assessment is accompanied by periodic assessment at some stage in a planned topic, a period of class teaching or work and/or a new concept. It can be on an individual, group or class basis. Evidence is found in samples of pupils' work, individual, group or class record sheets, tracking in LNF skill pathways and reading records.

b) **Moderation**
   In order for assessment to be accurate and useful, it is important that judgements are consistent. Legislation states that moderation should occur both across a school and across schools within the cluster. These are attended by the Head teacher and Literacy/Numeracy/Welsh/Science co-ordinators.

c) **Standardised Tests**
   A baseline profile is carried out on entry into school. This is currently school-based, using Foundation Phase Profiles to assess pupils' skills on entry. This is used to gauge value added progress throughout the school.

The school uses the outcomes from the National Literacy and Numeracy Tests to demonstrate progress and to analyse pupils' strengths and areas for development. Whilst these tests are summative in nature the school uses them in a diagnostic manner and they are also used to support teacher assessment.

Spelling Test (September) and ALFIE tests (September and June) are used to identify where support is needed and to analyse in year progress.
CATs tests are carried out in Y4 and are used as an estimate towards end of key stage 2 attainment. The Single Word Reading Test is also used with targeted pupils to demonstrate impact of reading intervention programmes.

Trends and patterns in data are analysed and such issues as gender, ethnicity, FSM, ALN/MAT are taken into account in order to assess impact of intervention and the progress of different groups of learners. Teachers also use this opportunity to analyse their own practice.

RECORDING

Purpose and Aims

Recording information about pupils' achievements and progress is an important part of the assessment process. As a school we have aimed to develop a manageable system which is meaningful, manageable and coherent.
Records should provide information, not only on curriculum attainment, but also on a pupils' wider achievements. The former is related to statutory obligation, but this alone does not reflect all aspects of a pupil's development, and the school aims to record achievements across a range of interests and experiences.

It is the aim of the school to record evidence of all these aspects. The school acknowledges that the record keeping process begins with curriculum planning and that the recording process is one of selection and relevance.

Principles of Good Practice

It is the aim of the school to produce records, which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning.

Such records are used for:

- informing the planning of future work;
- informing next teacher/next school;
- pupil self-motivation and evaluation;
- identification of school and individual targets;
- reporting procedures;
- informing the school on its strengths and weaknesses;
- accumulation of evidence to support professional judgement.

The school has agreed to keep the following records:

- Reading records;
- Spelling/phonic records;
- IDPs;
- Whole school/year group/group/individual targets;
- Electronic tracking records – LNF & Alfie;
- Placemats for literacy, and Welsh;
- LNF Skills Pathways for individual pupils;
- Target setting records;
- Pupil target cards (individual in literacy);
- Learning Walls/ displays throughout the school;
- Results of internal and external testing, e.g. Baseline Profile, National Literacy & Numeracy test results, Spelling (SWST) and Maths (ALFIE)Tests and CATS and SWRT.

Reading Records

All classes keep individual Reading Records which are evaluative and provide formative comments. Reading Records are also used as a link between school and home. Parents/carers are encouraged to read with their children and make comments.

Teacher Records (individual and group reading)
Accurate records related to children's progress in reading are kept by teachers. Wherever possible they are linked to National Curriculum Programme of Study key skills and elements of the Literacy Framework. Individual pupil comments are also recorded in each pupils home/school book throughout the school.

Target Reading Record (Premier League Reading)
Following data analysis and on-going teacher assessment, individual pupils have been targeted for extra reading intervention/practice. Accurate records in the form of a formative comment relate to children's progress in reading.

Group Reading Records

A record is kept of the reading groups, which include the names of pupils in the group, the group reader title, date and formative comments.

Individual Target Cards/Sheets
These have been introduced throughout the school. They are introduced from Reception onwards. They are the outcome of a discussion with pupils and record the next most achievable step for individual pupils in skill areas of literacy. Targets are regularly updated by teachers. This may be different in the reception class when small targets may be achieved in a shorter time span.
As pupils progress through the school they are encouraged to discuss and thereby help to set their own criteria for success.

Tracking Information

Teacher assessments on each pupil will be forwarded to and discussed with the receiving teacher at the end of each academic year.

From September 2013 teachers also record pupils' progress in literacy and numeracy skills as identified in the LNF.

Tracking Folder

The school has a tracking folder which contains:

- Results of all standardised tests and end of key stage assessments.
- National Literacy and Numeracy test results.

The following will be stored electronically:

- Copies of all written reports to parents.
- Foundation Phase Profile data

Moderation Folders

Moderation Folders exemplify the full range of levels/outcomes recorded within the year group in the core subjects. The emphasis is on the use of literacy and numeracy skills across the curriculum and within any subject/area of learning.

The following samples will be collected:

Science/K&U	Examples of investigations which may demonstrate planning, developing and reflecting or focus on one aspect of these.
English/LL&C	Three samples of work to exemplify Speaking & Listening, Reading and Writing from across the curriculum.
Maths/MD	Three samples of work to exemplify examples Number, Measures and Money and Data Handling.
Welsh	Three samples of work to exemplify Speaking & Listening, Reading and Writing from across the curriculum.

Moderation & Annotation of Samples of Work

Following the recommendations from the Daugherty review, pupils' work is moderated across the FP/KS2/KS3 phase on a Cluster basis, as well as on a school basis.

Special Needs Provision

If pupils are identified as having difficulties, parents are informed and they are placed on the school's Additional Learning Needs register. Learning opportunities are differentiated to enable them to fulfil their potential, and if necessary, an individual development plan (IDP) is established, with realistic and achievable targets. These are reviewed termly and are written in 'child speak' so that pupils fully understand the expectations and how to improve. Outside agencies are contacted when necessary to provide additional guidance and support.

The SENCO/ALNCO (Additional Learning Needs Co-coordinator) also tracks progress of all individuals on the Additional Needs Register using a school-based tracking sheet.

More Able and Talented

The school recognises the importance of identifying and meeting the needs of more able and talented pupils, and ensuring that they fulfil their true potential. The school has effective strategies for the identification of more able pupils, and meeting the needs of these pupils is a priority on the School Improvement Plan. An informal register is kept of MAT pupils and their progress is tracked termly to ensure they remain on target. From Sept 2014, parents/carers will also have the opportunity to identify any talents that their children have outside of the school environment. The school has an effective action plan, addressing the National Association of more able Children in Education (NACE) 10 assessment standards, to ensure that all the needs of MAT pupils are fully addressed.

REPORTING

Purpose and Aims

Reporting procedures should ensure clear and concise communication regarding a pupil's learning, attainment and achievements across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets. It is also a legal requirement.

Principles of Good Practice

 Reporting, whether verbal or written must be:

- ▪ presented in clear, straight forward language, free of jargon;
- ▪ a true picture of the pupil;
- ▪ as encouraging and constructive as possible;
- ▪ a summary of the standards achieved and progress made, supported by evidence.
- ▪ able to identify the pupil's **strengths and weaknesses** and to provide information on how the **child can move forward – SMART** targets (specific, measurable, attainable, realistic, timely).

Written Reports

Reports must contain, in addition to progress in all areas of learning/National Curriculum subjects, the following:

- ▪ Attendance record;
- ▪ A teacher comment on general progress which encompasses the 'whole child';
- ▪ From 2014 a clear and informative narrative on the child's strengths and areas for further development, in relation to the LNF.

Reports for parents are written and presented during the Summer Term (July). They provide a reasoned analysis of the child's overall achievement in all curriculum 2008 areas and Foundation Phase areas of learning, as well as any relevant information on the content of the year's work. Reference is made to personal, social and behavioural skills and attitudes and to the specified targets for the coming year.

Parent/Carer Consultations

These are held twice each academic year – the first in September / October, the second in March. A third consultation is offered for those who wish to attend in July, following the receipt of the annual written report. The parents/carers of the pupils are invited by the class teacher to discuss overall performance, attitude and behaviour and targets for improvement. The end of each Key Stage consultation will include the statutory reporting requirements in connection with the curriculum assessments in English, Welsh 2nd Language, Maths and Science, fulfilling legal obligations which show individual performance against national and local standards.

At other times, parents are welcome to request an appointment with the head teacher or the class teacher, to discuss matters, which are related to the school life.

Transfer Documentation

Records of end of Foundation Phase Teacher Assessment results are discussed with and passed on to Year 3 staff. End of Key Stage 2 assessments are collated along with pupil reports and transfer records and transferred to the appropriate secondary schools. At the end of Key Stage 2 the school electronically transfers all teacher assessments outcomes, including sub-levels to the Local Authority by the specified date.

Once a year (Summer Term) the class teachers meet with the next year group teacher to discuss the pupils' progress, strengths and areas for development, to ensure continued progress and a smooth transfer through the school.
Current LNF data is completed, indicating Foundation Phase Outcomes/National Curriculum levels of pupils and these also form part of the transfer discussions.

During the year, the Y6 teacher, Literacy, Numeracy, Science and welsh co-coordinators and staff from the comprehensive schools meet to agree areas of learning that will be moderated. Year 6 and Year 7 teachers meet throughout the year in order to plan the smooth transition of pupils from Key Stage 2 to Key Stage 3.

During the summer term, the Reception Class teacher visits the pre-school children in their nursery/playgroup settings, in order to gain valuable information regarding their abilities, strengths and/or difficulties. This information is used to ensure that appropriate support is in place if necessary, and is also used to inform baseline profiles.