

Hasbury Church of England Primary School

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

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ASSESSMENT POLICY

Aims

1. To ensure that a pupil's performance be measured against clearly defined criteria and shared objectives.
 2. To satisfy the pupil's individual, intellectual, physical, spiritual and emotional needs by means of assessment and recording of the progress of the whole of the child's development.
 3. To be positive, building on and reinforcing the knowledge and skills of each individual pupil, through the process of assessment.
 4. To ensure that the process of assessment be incorporated systematically into teaching strategies at all levels.
 5. To ensure that records give recognition to pupils' attainment, achievement and experience both within and outside the school curriculum.
 6. To ensure that the assessment and recording processes help to identify the potential of pupils.
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To conform with all NC assessment requirements according to the [Education Regulations 1990](#) and the advice in [DES Circular 9/90](#).

To provide reports to parents according to the [Education Regulations 1990](#) (under Section 22 of the [Education Regulations 1988](#)) and with the advice in [DES Circular 8/90](#).

GENERAL PRINCIPLES OF ASSESSMENT IN THE National Curriculum

Assessment is the servant of the curriculum. It is an integral part of the education process, continually providing both 'Feedback' and 'Feedforward'. It therefore needs to be incorporated systematically into teaching strategies at all levels, rather than just a bolt on. Task Group on Assessment and Testing - 1988

Assessment in the National Curriculum (NC) has to serve several purposes:

- a. To provide the teacher with immediate/regular feedback about pupils' achievement so as to guide decisions about the next steps to be taken.
- b. To be diagnostic, indicating particular difficulties so that remedial action may be taken.
- c. To provide summative information about the overall achievement and attainment of pupils at the end of Key stages.
- d. To provide summative information about the achievement and attainment of groups of pupils at certain ages for reporting on the performance of the school.
- e. To provide summative information about the achievement and attainment of pupils at the end of each year for the purposes of monitoring progress and reporting to parents

The child is central to the assessment process and their involvement in it is to be encouraged and developed. The recognition and valuing of achievement will help us to focus on what a child can do rather than what they haven't achieved.

Steps in making an Assessment

1. What is the assessment of?
2. What is the assessment for?
3. What resources are needed?
4. What do the children actually do?
5. What information do I need to collect?
6. How am I going to collect it?
7. How shall I collate the information?
8. What are the possible judgements I can make?
9. What shall I do with the outcomes?
10. What happens after this assessment?

Specific Objectives

Assessment, recording, reviewing and reporting should:

1. Be for every pupil
2. Monitor pupil attainment, achievement, attitude, skill, ability, experience across and beyond the whole curriculum, both inside and outside school.
3. Help evaluate the school's curriculum.
4. Provide a vehicle for feedback, diagnosis and remedial action.
5. Help teachers to evaluate their teaching practice and plan future schemes of work/ lessons.
6. Inform pupils of their learning objectives and criteria for success.
7. Involve pupils, parents and teachers in discussion to review progress and set future targets.
8. Highlight positive achievements.

Assessments are therefore :

- a. **Formative** – the ongoing process in which pupils' positive achievements can be recognised, discussed and recorded.
- b. **Diagnostic** – identifying learning difficulties which may be scrutinised and classified so that the appropriate help and guidance can be provided.
- c. **Summative** – providing a 'picture' of the overall achievement of a pupil at the end of a key stage, phase or year.
- d. **Evaluative** – providing the means by which some aspects of the work of school can be assessed.

TECHNIQUES/ METHODOLOGY OF ASSESSMENT

Good assessment practice starts in the classroom.

Categories of Work

1. Oral / Aural

Speaking clearly, using a wide vocabulary, listening, questioning, answering, following instructions.

2. Reading

Getting meaning from the printed word, reading for pleasure.

3. Practical (doing/ experimenting)

Assembling the necessary equipment, carrying out observations, making things happen, modifying the action, carrying the task through.

4. Written

Forming letters correctly, recording what has happened, what might happen, what is happening, messages (including poems, feelings, lists), answers.

5. Research (Finding out/ reflecting)

From people, from non-fiction and fiction books and other sources, such as pamphlets, posters, and TV.

6. Co-ordination and Control

Writing evenly, handling scissors and brushes, ball skills, dance.

7. Aesthetic

Visual communication using paint, collage, sculpture and display. Making music dance and drama.

Methods of Collecting Information

1. Observing
2. Listening
3. Participating
4. Scrutinising written outcomes
5. Giving tests

The chosen method:

1. Matches the activity to be assessed.
2. Helps the child with his/ her learning.
3. Provides information in a form appropriate for the purpose.

To assess what the children do, we:

- Use observational assessments of the children
- Discuss with the children what they are doing
- Listen to group discussions
- Question children as they are working with open and closed questions, as appropriate.

To assess what children produce, we:

- Consider the work in terms of specific assessment criteria, e.g. statements of attainment
- Consider progress by looking at earlier work samples
- Cross check observations with the finished product and the child's comments
- Ask the child to self-assess their work in terms of specific agreed criteria or in terms of comments such as "I learnt..." or "I am especially proud of..."
- Involve peers/parents in assessment discussions

To assess what a child knows, understands and can do, we:

- Use a combination of the above methods.
- Use tests: norm referenced and criteria referenced (e.g. SATs)
- Use checklists in combination with above methods.
- Use Achievement Folders with samples of work annotated to include date, context and reason for inclusion.
- Use the child's daily work in books, folders, on display, etc.
- Use 'guided' sessions in writing and in maths activities

Children find it helpful to know the purpose behind the activity, so we share the assessment criteria with the children and encourage them to self assess and review their performance for themselves and then determine, with the teacher, their next steps in learning.

Model for Planning Structured Observational Assessments

1. From your curriculum planning and knowledge of the children's abilities decide on the objectives to be assessed, e.g. Programmes of study; statements of attainment.
2. Is observation the only way to assess or can it be used as a check of other forms of assessment, e.g. drawings, written work; discussions with children.
3. Become familiar with the task you intend to use for the assessment. Is it likely to generate the information needed?
4. Decide on the assessment criteria you intend to use for this task. Ideally try to use no more than two or three in the early stages.
5. Design the format for recording.
6. Identify the children to be observed – limit to two or three initially, and consider the effect of group members on performances.
7. From your knowledge of the children and the task consider the responses that you think the children will give.
8. Decide on the arrangement for managing the rest of the class.
9. Decide if you are observing without talking, or if you intend to intervene if you feel assistance is really necessary; if you will talk with the children as well as listening.
10. How much will you involve the children in their assessment?

11. Carry out the observation and consider it in terms of practicability; how informative it was; if it helped to indicate next steps in learning; if it confirmed or refuted your expectations.
12. If it was used to supplement other assessment methods it may be useful to note when there was a disparity between the two methods of assessment and the nature of that difference, e.g. that a seemingly weak child on paper, assessed through observation does very well.

GUIDELINES

These Guidelines have been written in consultation with the staff of Hasbury Church of England Primary School. They aim to complement the school policy statement and set out our practice in the assessment, recording and reporting of attainment and achievement at Hasbury.

Please make this folder your own and add any other material (course info., circulars from dcsf or QCA etc). If you come across material which you think may be useful for others please pass it on to the ARR Co-ordinator.

Glossary of Terms

APP Assessing Pupil Progress	Assessing Pupil Progress materials are produced by the DCSF to help schools make and record assessments.
Assessment	A judgement based on evidence at a particular time
Assessment for learning (AfL)	See Prof Black
Recording	The selection and retention of information on the child's experience and achievement
Reporting	The communication of assessment information
Achievement	Is when a learner has accomplished criteria which have been set for them or have set themselves; criteria may be of an academic, personal or social nature
Attainment	Is when a learner has accomplished criteria which are nationally set
Criteria	Clearly defined targets which describe a desired outcome These can also be called success criteria or assessment criteria.
Key Learning Objective (KLO)	A learning objective which is the focus for assessment. The outcome of the assessment of KLOs is formally recorded
Progress	See sandvik course
Teacher Assessment	Is an ongoing process carried out by a teacher making a series of judgements about a pupil's learning
Portfolio	Is a collection of evidence which exemplifies specified standards achieved

The Management of Assessment across the School

The Assessment, Recording and Reporting Co-ordinator (ARRCo) has overall responsibility for coordinating assessment, recording and reporting across the school. She also monitors the implementation of the school policy and along with the Senior Leadership Team, and relevant subject leaders, analyses data from school benchmarks and National Tests. Information from these, for the monitoring of standards across the school, is brought to the attention of co-ordinators who take forward recommendations. (See **data map appendix one**). A job description for the ARR Co can be found in the Staff handbook.

The **Headteacher** reviews (see Reporting) and signs all end of year reports. Evaluation of reports is fed back to and followed up by the ARRCo.

The **Head and Deputy Head** work with the ARRCo in the analysis of results and the monitoring of standards across the school.

The **SLT** agree action to be taken as a result of the analysis of data which in turn informs the School Improvement Plan.

Co-ordinators/subject leaders along with the ARRCo monitor the common implementation and completion of records. The ARRCo monitors the completion and transfer of agreed records throughout the school.

Core Subject co-ordinators, supported by the ARRCo, guide staff in the development, moderation and review of Portfolios of moderated work and support staff in the use of records to inform planning.

Class Teachers assess and record children's attainments and achievements as required by DCSF Regulations and agreed school policy and use these assessments to inform planning.

The Management of Assessment in the Classroom

Assessment of pupil's achievements against key learning objectives is planned as a whole school framework. Weekly and termly forecasts include planned assessment – see subject planning proformas.

When considering assessment techniques we should be aware that some methods of assessment have been proven to suit one or other gender; e.g. girls perform best on written narrative response, boys prefer multi-choice response. Children with special educational needs and those with English as a second language may require alternative assessment techniques. We therefore try to use a variety of ways to gather assessment information. We attempt to make sure that the chosen method,

- Matches the KLO/ LO to be assessed.
- Helps the child with his or her learning
- Provides information in a form appropriate for the purpose; e.g. NFER reading score
- Gives all children opportunity to demonstrate their ability

To assess what the children do, we:

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Children find it helpful to know the purpose behind the activity, so we share the assessment criteria with the children and encourage them to self assess and review their performance for themselves and then determine, with the teacher, their next steps in learning.

The school's involvement with the assessment of the child's skills and abilities begins with our pre-school home visits programme. Parent and teacher are both involved in the assessment and a Foundation Stage profile is completed during a child's Reception year. This is a very specific programme based on observations of what the child can do which informs next steps in learning. See Foundation Stage Policy

Ongoing **formative** assessment, that which informs us for the next learning step for a child, takes place in both planned and unplanned situations.

Assessment information can help us diagnose the strengths and weaknesses of a child. Tests to diagnose *specific* learning difficulties are available from and are used upon advice from the school **SENCOs**. More information and proformas for the setting up and writing of **IEPs** can be found in the school's Special Needs Policy.

Summative Assessment

Summative Assessments are made at various times of the year (please see data management plan below). Data is collected and analysed by the ARRCo and the SMT (see Management of Assessment & Recording).

Copies of KS1 and KS2 tests and the Y3,4 & 5 optional tests are stored in store room in the Upper years. A variety of other materials are kept with the relevant subject resources. 'Testbase' is available on line for English maths and science for both key stages one and two.

See also these policies:

Foundation Stage

Special Needs Policy

'Marking and feedback' policy

GUIDELINES FOR RECORDING AND MONITORING ASSESSMENT – markbooks

- Each Markbook is to be an individual teacher's record of assessment of the learning objectives which are planned to be assessed in the Termly Planning Sheets.
- The layout and ordering of the pages has been agreed by the department. Each teaching group may need a double page spread per term or year depending on the KLOs to be assessed. Please set aside sufficient consecutive pages per year.
- The learning objectives to be assessed in a particular term are listed at the top of the page identified by a code or letter: e.g. LO1 Learning Objectives should be written or copied and stuck from the Termly Planning Sheets and positioned on the far right of the double page. The relevant code or letter should be listed alongside them to clarify the listing at the top of the page.
- As the children are assessed against the learning objectives a **tick** or **cross (NA – not assessed for absentees)** should be recorded. If the learning objective is assessed again in the same term a separate column should be used with **date** the second assessment started. (Actual assessment of a teaching group may be over a number of weeks so individual dates need not be recorded).
- Staff may wish to use the remainder of the columns for further monitoring: e.g. collecting in homework, completion of set work etc. **The use of these columns must be identified.**
- Markbooks will include the routine recording of (eg) spelling tests, mental maths tests, homework completion
- Markbooks must have a front cover label stating Teacher, Year Group and Cohort of children (e.g. 1992-3 entry).
- Each double page should identify the teaching group

- The layout of the Markbooks will be shared at a Department meeting at the beginning of the Autumn Term. The Assessment and Phase Co-ordinator will monitor the completion of records on a termly basis.
- At the end of the Summer Term markbooks are sent to the Receiving teachers who share the information to inform future teaching plans. When old markbooks are no longer of use to class teachers and where necessary information has been transferred, they are sent to the Assessment Co-ordinator for central storage.

Assessment folders

Each teacher is issued with an assessment folder which contains the following:

Cohort tracking sheet

Agendas for pupil progress meetings as they arise through the year

Notes from pupil progress meetings from last year and as they arise through the year

Check the rest

This folder is a working document and should be brought to all pupil progress meetings and annotated regularly. However, all staff must be aware that some of the information contained in the document is of a sensitive and confidential nature; it should not be left lying around and when data is no longer required the papers must be shredded.

A large folder for each cohort is kept, which tracks the history and progress for each cohort and is managed by the ARRCo for references by the SLT and at pupil progress meetings as necessary. Again, data is disposed of by shredding as it often relates to individual children..

Appendix one

Data map

Appendix two

Blank planning sheets for core and non core subjects