

STOKE PARK INFANT SCHOOL



ASSESSMENT REPORTING AND RECORDING POLICY

PURPOSE

This policy defines Stoke Infant School's approach and organisation of assessment, recording and reporting. It has been discussed, and is implemented, by all the teachers to promote consistency of practice.

RATIONALE

The overall aim of the Policy for Assessment, Recording and Reporting is to provide a consistent and whole school approach in line with national and county guidelines while taking into account the needs of children, teachers and parents. It indicates what is to be assessed, and how and when it will be done, what records are kept and the use made of them, and how and when the information is reported to parents. It offers clear guidance to all members of the school community.

This policy provides:

- for assessment and recording to inform and become integral to the learning process;
- opportunities to involve children in self-assessment, review and setting of future targets for their learning;
- a basis for informed dialogue between children, parents and teachers;
- for children to progress through the National Curriculum and for achievements to be recorded in and beyond the whole curriculum;
- the basis for the efficient transfer of children between phases.

Through the implementation of the policy we aim to:

- ensure that all assessment data is used to inform the next stages of teaching and learning;
- regularly assess children's knowledge, skills and understanding based on clear learning objectives for lessons, and use the outcomes to these assessments to plan further work;
- plan assessment tasks throughout the key stages, with formal tests at the end of Year 1 (Phonic Screening), Year 2, and Baseline Assessment in EYFS.
- provide written reports to parents indicating their child's strengths and weaknesses, providing a foundation for discussion of the child's attainment and leading to the setting of targets for future learning;

- promote procedures to moderate and standardise teachers' judgements about children's attainments against National Curriculum levels;
- set curriculum targets based on formal assessments undertaken at set points throughout the year.

Assessment in the Early Years

Assessment within the Early Years is completed using the Early Years Framework working towards meeting Early Learning Goals. All children will be baselined in the first month of starting school and this baseline will be used to assess value added when the children reach Year 6. The school does not receive or use the data from this baseline. On entry to school all pupils will be assessed to record a baseline from the early years framework and this will be placed on the tracking document so that progress can be measured. Progress throughout the year will be recorded on Tapestry and relevant data will be shared at Pupil Progress Meetings.

In EYFS all pupils have learning journals which evidences their progress to all areas of learning through notes, online observations, photographs, quotes and child initiated work. This is then used by staff to inform the next steps in learning and progress made towards meeting the Early Learning Goals and aiming for a Good Level of Development. At the end of the year moderation takes place within the team and externally to make judgements against the Early Learning Goals.

DEFINITION OF TERMS

Children learn by receiving feedback about their work, through having their work assessed by teachers and other adults and by assessing their own work, perhaps with other children. Assessment enables teachers to make decisions about what children need to learn next.

There are three methods of assessment which interrelate:

Diagnostic	assessment which is made with the intention of identifying specific difficulties which pupils are experiencing in their learning
Formative	day-to-day assessment of general learning skills, mainly through task observation in the classroom and questioning
Summative	more formal assessments designed to assess specific criteria.

At Stoke Park Infant School, all three methods of assessment are used.

Children are baselined at the beginning of EYFS which identifies the stages they are entering at. Some children will also take part in additional diagnostic screening, including language link, DEST (Dyslexic screening test) testing etc to identify areas of support and programmes to close the gap.

Depending on the results, additional **diagnostic** assessment may be undertaken, usually by the Inclusion Manager & Resource Provision Manager, in order to identify more clearly any specific difficulties which pupils are having. These results feed into Individual

Provision Maps which support the Special Educational Needs Audit submission completed in October. (Refer to SEN guidelines for details.)

All teachers undertake **formative** assessment on a daily basis, usually identifying key children or groups on which to focus. Information is recorded directly on to pupil's work, into the assessment folder or directly on to pupil records if a key learning stage has been achieved. Learning Support Assistant will also feed back to the teacher as appropriate. This may be through written comment on pupils' work, through discussion with the teacher or a written note in the class SEND file. **The outcomes of this assessment will directly influence the next stage of teaching and learning** including immediate same day intervention to ensure that children are all progressing at the same rate.

Summative assessments take place at set points in a unit of work. These will always focus on the key learning objectives of that unit but can be in a variety of forms:

- through a particular activity aimed at achieving a specific learning objective
- through adult/child discussion about what has been learned, usually with some specific questions asked
- through a written test of key knowledge
- through looking at a portfolio of finished work, eg drawing.

Pupil Self Assessment

At Stoke Park Infant School all staff are committed to the process of pupil self assessment. This allows children to reflect critically upon progress made and begin to set targets for their own future learning.

This can be achieved through a range of activities, including:

- discussions with the teacher or response partners
- a written comment by the child at the end of their work
- child responding to success criteria
- child indicates how secure they feel about their current learning / attitudes to learning / understanding of their work

This process not only allows the child to take more control of their learning but also provides the teacher with valuable information in which to inform the next stages of learning.

GUIDELINES

A detailed matrix of when diagnostic and summative assessments take place is detailed in Appendix 1 (Assessment Timetable).

RECORDING

Records provide a clear indication of children's strengths and weaknesses and the amount of work involved in maintaining them should be kept to manageable proportions.

Each teacher keeps a Class Assessment Folder containing the following sections:

1. Management and Administration
2. Class Assessment Information
3. Individual Pupil Information

The primary reason for collecting and recording this data is to influence future planning and thus teaching and learning.

REPORTING

A formal parents' evening is held each term (November, March and July) in order to discuss the child's attainment and progress. At each meeting agreed targets for English and Maths are set, and recorded, for the child's future learning. These records are kept in the Class Assessment File.

Records of assessments and teacher observations form the basis of the termly Reporting procedures to parents. Throughout the year, these will include:

- Information regarding the range and breadth of work covered in the year in English and Maths
- Summaries of progress in all National Curriculum subjects.
- Targets for English (Reading & Writing) and Maths which will inform the next stage of learning.
- For children in EYFS outcomes of the Foundation stage profile.
- For children in Year 1 & 2, achievement in Statutory Assessment Tests.
- A written comment from the child.

Whilst all of the above will be covered throughout the year, not all of them are reported at the same time. See Appendix 1 for arrangements

Reporting to the Governing Body

At key points in the year a detailed report on pupil performance will be presented to the Governing Body, these will include:

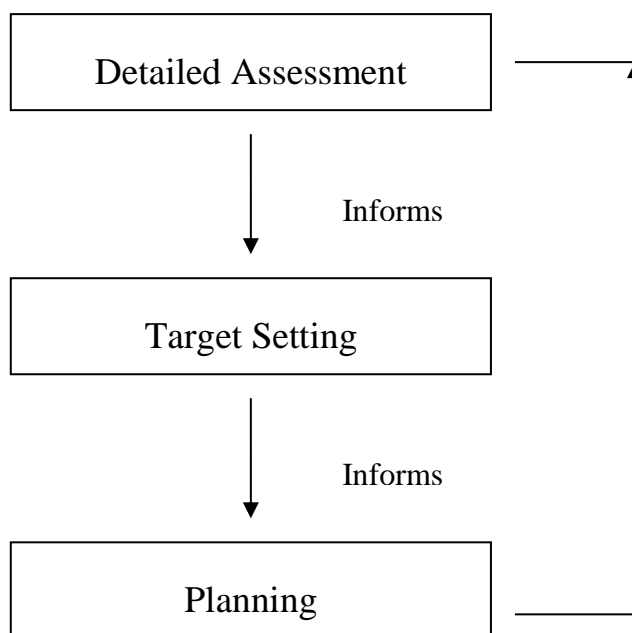
- A statistical analysis of each year group's attainment in Reading, Writing and Mathematics, the end of Key Stage One analysis (Year 2) and outcomes of EYFS and the Year 1 Phonic Screening.
- An indication of how well the children's reading, writing and maths targets have been achieved.

- Appropriate comparative information.

TARGET SETTING

Target setting is an essential task within the assessment process. Detailed assessments, both formative and summative, can combine to inform the level at which a child is working. This will in turn help to inform the targets set for the next stage in their learning.

The importance of 'target setting' within the assessment and planning cycle is detailed in the diagram below.



Individual targets are set for Reading, Writing and Mathematics and the progress towards these is monitored continuously by class teachers and through 'Pupil Progress Meetings' between the SLT and class teacher at key points during the year.

Curriculum Targets - can have a major impact on the improvement in children's learning. Through detailed summative assessments at four points within the year, see Appendix 1, differentiated curriculum targets will be set for reading, writing and maths. These targets will directly inform the planning and hence the teaching and learning.

TRACKING

Children's attainment in Key Stage 1 is tracked using an online programme 'Insight'. All subjects are tracked using this system and analysis of the data happens each term. There is a more detailed analysis of progress in reading, writing and maths. Tracking is an essential process as it clearly identifies the progress that each child makes as they move through each key stage. From these tracking grids it can be easily determined which children are "close to, on-track and exceeding" with each year groups age related expectations, as a result appropriate intervention strategies can be developed.

Tracking also provide the stimulus for the pupil progress meetings between SLT and class teacher where identified children can be discussed and monitored.

PROGRESS MEETINGS

These will take place at key points throughout the year (Oct, Nov, Jan, Mar, April, June): and will focus on improving outcomes for all learners.

SPECIAL EDUCUATIONAL NEEDS

For children with special educational needs the early identification/assessment of needs is made in line with school policy and Graduated Approach in the 2014 Code of Practice. Provision Maps detail strengths and weaknesses of an individual child and the long-term aims, medium-term objectives and short-term targets that are being worked towards. These are regularly reviewed and updated at regular intervals and are shared with children and parents.

Progress meetings will take place termly for SEND children with the RP manager and the INCo.

Agreed Date: May 2017

Review Date: May 2018

Reviewed: June 2021

Reviewed: June 2022

Appendix 1

Academic Year– Dates for Tests

Termly checks on phonic screening Y1 and Y2
Summer - SAT's Week for Y2
June – Phonic screening week Y1 and Y2 re-takes

Reading, Writing and Maths

Each half term teachers will assess children' progress against the key objectives in the Hampshire Assessment Model in reading, writing and maths and will set targets for the children based on these assessments. Teachers will moderate in teams to agree judgements and data will be entered on a termly basis into Insight for analysis. Cohort action plans will be developed for each year group and will be used to monitor progress in each team.

Other Curriculum Areas

As well as ongoing formative assessments, regular summative assessments will take place which target key learning objectives. These key objectives are taken from the Skills Progression Documents and focus on different areas within each year group so that a broad range of skills and understanding can be assessed.

The outcomes of these assessments will be recorded on Insight and this will:

1. Inform future planning within the same topic.
2. Inform future planning of the next time the topic is taught.
3. Be used to inform parents of their child's progress at parents' evening and through the annual Report of Achievement.

Appendix 2

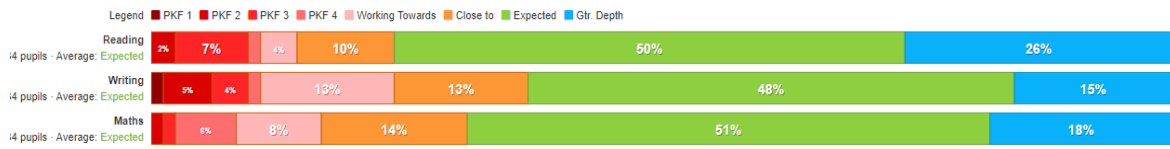
Draft Pupil Progress Meeting Cycle

	Activity	Additional notes
October	Pupil Progress Meeting <ul style="list-style-type: none"> Review 'close to' (CT) children from EoY Discuss strategies Review books against peers 	Teachers bring evidence of the 'catch up' progress being made by these children. Identify further support if required. Meeting between HT / Team Leader/class teacher Cohort action plan created and shared
	Contact parents for CT children discussed in PPM	Parents of children who are N should already have been spoken to and there should be an on-going dialogue with these families
November	School standardisation session to agree what 'secure' looks like in each area	Possibly attendance at LA sessions alongside school sessions prior to making all judgements.
	Data Drop <ul style="list-style-type: none"> SLT review whole school data to identify issues for discussion at PPM 	CT to enter judgements onto tracking spread sheet.
	Milestone Pupil Progress Meeting <ul style="list-style-type: none"> Check % at N, C, S, B Evaluate success of CT children Discuss future strategies and impact of interventions for N children SLT moderate judgements 	PPM to look at data analysis on Insight Review previous cohort action plan and check impact/progress Update cohort action plan from meeting
	Parents' evening <ul style="list-style-type: none"> Share where children are with regard to being 'on track' Clarify changes in the reporting of children's attainment and progress Agree support required for children who are N or C 	Meet with all parents to inform them about how 'on track' their child is. Share next steps/targets with parents
January	Pupil Progress Meeting <ul style="list-style-type: none"> Review 'close to' (CT) children from EoY Review N Discuss strategies Review books against peers 	Teachers bring evidence of the 'catch up' progress being made by these children. Identify further support if required. Meeting between HT / Team Leader/class teacher Cohort action plan created and shared

	Contact parents for CT children discussed in PPM	Parents of children who are N should already have been spoken to and there should be an on-going dialogue with these families
February	School standardisation session to agree what 'secure' looks like in each area	Possible attendance at LA sessions alongside school sessions prior to making all judgements.
	Data Drop <ul style="list-style-type: none"> SLT review whole school data to identify issues for discussion at PPM 	CT to enter judgements onto tracking spread sheet.
	Milestone Pupil Progress Meeting <ul style="list-style-type: none"> Check % at N, C, S, B Evaluate success of CT children Discuss future strategies and impact of interventions for N children SLT moderate judgements 	Teachers bring evidence of the 'catch up' progress being made by these children. Identify further support if required. Meeting between HT / Team Leader/class teacher Cohort action plan created and shared
	Parents' evening <ul style="list-style-type: none"> Share where children are with regard to being 'on track' Clarify changes in the reporting of children's attainment and progress Agree support required for children who are N or C 	Meet with all parents to inform them about how 'on track' their child is. Print Child Report to share with parents at the meeting.
March	Pupil Progress Meeting <ul style="list-style-type: none"> Review 'close to' (CT) children from EoY Review N Discuss strategies Review books against peers 	
	Contact parents for CT children discussed in PPM	Parents of children who are N should already have been spoken to and there should be an on-going dialogue with these families
April	School standardisation session to agree what 'secure' looks like in each area	
	Data Drop <ul style="list-style-type: none"> SLT review whole school data to identify issues for discussion at PPM 	CT to enter judgements onto tracking spread sheet.
	Milestone Pupil Progress Meeting <ul style="list-style-type: none"> Check % at N, C, S, B Evaluate success of CT children 	Teachers bring evidence of the 'catch up' progress being made by these children. Identify further support if required.

	<ul style="list-style-type: none"> Discuss future strategies and impact of interventions for N children SLT moderate judgements 	<p>Meeting between HT / Team Leader/class teacher</p> <p>Cohort action plan created and shared</p>
May	<p>Pupil Progress Meeting</p> <ul style="list-style-type: none"> Review 'close to' (CT) children from EoY Review N Discuss strategies Review books against peers 	<p>Teachers bring evidence of the 'catch up' progress required by these children.</p> <p>Identify further support if required.</p> <p>Meeting between HT and CT (also include team leader if larger school)</p> <p>Use Child Report as class RAP</p>
June	<p>School standardisation session to agree what 'securely' ARE looks like in each area</p>	<p>Possible attendance at LA sessions.</p> <p>Moderation of EoKS assessments.</p>
July	<p>Data Drop</p> <ul style="list-style-type: none"> SLT review whole school data to identify issues for discussion at PPM 	<p>CT to enter judgements onto tracking spread sheet.</p>
	<p>Milestone Pupil Progress Meeting</p> <ul style="list-style-type: none"> Check % at N, S, B Evaluate success of CT children Discuss future strategies and impact of interventions for N children SLT moderate judgements 	<p>Teachers bring evidence of the 'catch up' progress being made by these children.</p> <p>Identify further support if required.</p> <p>Meeting between HT / Team Leader/class teacher</p> <p>Final data analysis for class and year group</p>
	<p>Parents' evening</p> <ul style="list-style-type: none"> Share where children are with regard to being at ARE Agree support required for children who are N 	<p>Meet with all parents to inform them about whether their child has met ARE.</p> <p>Print Child Report to share with parents at the meeting.</p>

Examples of Insight Tracking



Combined attainment

