

Monnow Primary School

Assessment, Recording and Reporting (ARR) Policy



Definition

“Assessment is the process of gathering evidence and making judgements about the nature and quality of learner’s work achievements on the basis of clear and explicit criteria. It should develop out of the curriculum ~ its aim, objectives, criteria for content and classroom approaches and not the reverse” (HMI Series).

Our principles and aims of Assessment, Recording and Reporting

At Monnow Primary School we believe that effective assessment is at the heart of learning and teaching. Our aim is to produce learners who are active in their own learning. We aim to achieve this by;

- Sharing learning objectives with learners;
- Involving learners in self-assessment;
- Providing feedback, which leads to learners recognising their next steps, bringing about future improvement e.g. Close the Gap Marking and other written and verbal feedback;
- Having the confidence and expectation that all our learners can improve e.g. target setting for writing, BTBYCB targets;
- Making and recording judgements so that future activities can be properly matched to individual learners’ needs;
- Diagnosing particular difficulties the learners are encountering;
- Motivating our learners e.g. BTBYCB
- Aiding learner transfer between classes and key stages;
- Making judgements about the nature and quality of learners work e.g. focused assessments and moderation;
- Reporting progress and achievement to parents, learners, colleagues, governors (where appropriate) and relevant outside agencies
- Monitoring trends in whole school performance and effectiveness e.g. analysis of School Performance Profiles and other summative data.

We aim to foster ‘Assessment for Learning’ but we also recognise the need for summative assessment because they fulfil different, parallel purposes. We base our planning on National Curriculum Programmes of Study, Contexts for Learning and upon having a detailed knowledge of our learners. We provide regular reports on progress so that learners, teachers and parents strive to work together to improve learning and teaching across the school. We recognise that any assessment undertaken at Monnow Primary School is intended to have a strong influence on the motivation and self-esteem of our learners.

Assessment Cycle (Appendix 1)

In order to turn principles into practice the school has an **Assessment Cycle** for assessment recording and reporting across the whole school curriculum.

Roles and responsibilities

Class Teachers will:

- Provide a supportive environment where assessment can be carried out without damaging self-esteem;
- Provide clear planning and share learning objectives with learners;
- Use assessment information to inform planning. Planning strategies to enhance AfL Literacy and Numeracy skills and thinking skills;
- Provide on-going assessment – tracking systems and INCERTS;
- Provide constructive feedback to learners - oral and written comments, including 'Close the Gap' marking;
- Report to parents on learner's progress, attainment and next steps;
- Set individual targets for improvement with learners – Pupil Profiles, ILPs, IDPs and BTBYCB targets;
- Carry out school based tests and statutory assessments;
- Record significant progress, above or below average;
- Use the agreed range of assessment methods and techniques to gather and use information in line with school policies through tracking;
- Ensure that information is transferred to the receiving teacher/school in line with policy - Assessment file transfer with learners; and identify learners in need of extra support and liaise with the AENCo to write IEP's or IDPs.

The ALNCo will:

- Provide a supportive environment where assessment can be carried out without damaging self-esteem or motivation;
- Liaise closely with class teachers and ARR TLR;
- Monitor learners' progress against their ILP's and IDP's;
- Undertake specific assessment tasks as required;
- Liaise with external agencies;
- Undertake formal assessments for statements; and
- Use tracking as a base to form judgements about the impact intervention strategies have had on a learner's attainment.

Team Leaders:

- Ensure the curriculum planning and opportunities for assessment are of good quality;
- Monitor their subject to ensure assessment informs learning and teaching
- Monitor levels of attainment and standards – INCERTS tracking procedures, monitoring and moderation;
- Monitor the adequacy and use of resources;
- Ensure that all learners receive their statutory entitlement to the curriculum with appropriate opportunities for building upon skill development;
- Ensure that there are opportunities to develop LNF skills
- Use all available data to make changes to learning and teaching as required;
- Interpret and analyse data to produce an annual overview and set targets for improvement;
- Report to the Head teacher and governors on standards and SIP as appropriate;
- Identify own CPD needs and those of others in relation to subject skills and knowledge;
- Moderate samples of work from across the primary phase to ensure consistency, progression and appropriate level of challenge. These are to be kept and added to as part of staff INSET;
- Evaluate the standards of learners work against wider school, LA or national standards in the subject.

The ARR TLR will:

- Ensure policies are up to date, regularly reviewed and consistent with each other;
- Disseminate information and ensure training and support for colleagues;
- Generate an Action Plan in line with SIP;
- Liaise with other subject leaders to ensure coherence;
- Make ARR procedures clear to all colleagues and ensure they are followed and used consistently;
- Set timetable for assessment cycle;
- Determine means for setting standards throughout the school;
- Provide staff development opportunities for INSET sessions;
- Support colleagues in identifying assessment opportunities and in using all available data;
- Collate assessment data to inform school target setting;
- Ensure portfolios are generated and standards agreed;
- Rationalise assessment systems to ensure manageability; and
- Monitor all ARR procedures and practice.

The Head Teacher and Leadership Team will:

- Ensure the school meets the statutory requirements;
- Agree statutory whole school targets for inclusion in School Improvement Plan (SIP), school prospectus and governors annual reports;
- Measure the school's performance against LA targets, National Benchmarks and the improvements made by each intake of learners;
- Identify variations between performance of different groups of learners and respond accordingly (FFT/ School Performance Profile, data analysis and tracking);
- Monitor the quality of ARR procedures;
- Define the role of subject and Curriculum Team leaders;
- Act on any specific staff development issues; and
- Allocate financial resources ensuring value for money.

In addition Core Subject Leaders will:

- Disaggregate National Test papers with the staff to identify areas of strength, weakness and implications for learning and teaching;
- Compare school performance with national, county, Family of Schools and similar school standards in FP and KS2; and
- Compare the performance of identified groups of learners within the school (e.g. by gender, eFSM, and AEN provision).
- Monitor the quality of Literacy and Numeracy skills across the curriculum

The Governing Body will:

- Agree statutory targets;
- Agree SIP;
- Approve ARR policy;
- The ALN governor will liaise with Head Teacher and ALNCo; and Liaise with Team Leaders

Equal opportunities and racial equality

Assessment procedures are undertaken equally with all learners regardless of gender, race, socio-economic or cultural background. All staff make balanced judgements of learner attainment.

The school is committed to working towards racial equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. Developing positive relationships between learners of all backgrounds is an essential aspect of the Assessment Policy, and staff are committed to ensuring that all learners achieve the highest possible standards in an inclusive environment.

Assessment Timetable

The following assessment is on-going: (AfL)

- Planning/clear objectives and success criteria
- Marking/evaluation - using tracking sheets and planning evaluations;
- Individual pupil targets with learners in writing and mathematics;
- Moderation; and Monitoring.

A copy of the 'Annual Cycle of Assessment' has been given to all staff and is kept in planning files. It follows this policy.

Pupil Profiles

Individual Pupil Profiles contain information and evidence of:

- Pupils Individual Targets for writing, reading, Maths, handwriting and spelling
- BTBYCB Targets for setting short term goals and long term aspirations
- LNF Levelling
- Maths levelling and progression
- Handwriting progression steps
- Levelled single word spelling lists
- Reading levels/progression
- Samples of work

The Pupil profiles are used for individual and groups of learners to support them:

- Evaluate learning – significant under/over achievement;
- Ensure appropriate level of challenge;
- Ensure progression with focused assessments;
- Form judgements when writing reports at the end of the academic year;
- Help form judgements at end of the KS; and

Planning for Assessment

We plan our lessons with clear learning objectives, which include Literacy and Numeracy skills from the LNF. These are shared with the learners. Teachers share the success criteria for that learning objective with learners, often with two or three different levels of challenge. Learners are also encouraged to determine their own success criteria. The success criteria is used for all assessments carried out in that lesson. Planning takes into account the differences of abilities and aptitudes of

individual learners. Activities are differentiated by task and outcome, resources and support. This careful planning gives all learners opportunities to make progress.

Short-term lesson plans recognise the needs and abilities within the class and the planning reflects the variety of assessment methods that could be used for each activity such as questioning, discussion, marking, observation and focused assessment.

Teachers use INCERTS and other tracking systems to inform short-term planning and inform future learning and teaching in order to ensure an appropriate level of challenge. Significant under or over achievement can be identified and will inform planning in subsequent lessons. INCERTS and Pupil Profiles become a record of the progress made by the class.

Feedback and Marking (AfL)

We recognise the immense impact feedback has on learner self-esteem and motivation because it tells them how well they have done and what they need to do next to improve their work. We have an agreed policy for marking that enables us to promote consistency and feedback. Learners are given verbal feedback whenever possible as this enables immediate improvement to be made. When lesson time does not allow time for verbal feedback, comments are written, where appropriate, on the learner's work during marking. These comments are related to the learning objective and LNF skills, identifying strengths and areas to work on.

Written comments are given to all learners (age appropriately). Time is provided at the start of lessons for learners to read and follow up on these comments in order to improve future attainment. This ensures that the time teachers spend marking really has an impact on learners work. Pupils peer mark work on a regular basis.

Self-evaluation/assessment (AfL)

Learners are encouraged to evaluate their own work and that of their peers e.g. Traffic Lights. We believe that pupil self-evaluation should be encouraged as soon as learners display sufficient maturity to become involved. We are aware that our learners need time to develop these skills as they progress throughout the school.

This process is started in Year One and aims to gradually provide learners with the skills to become competent and active in self-evaluation. We believe this part of the assessment process is paramount in producing learners who are active in their own learning. They can reflect on how well they have done in relation to the learning objective. Self-assessment responses may take place individually, in pairs, in groups or in a whole class situation.

The learners of Monnow Primary School are encouraged to use a system of Traffic Lights to indicate their understanding in their books.

Individual pupil target setting is the next logical step from pupil self-evaluation and effective marking and feedback. Learners are encouraged to set targets for improvement in writing.

Provision for learners with additional educational needs

Individual targets are set for all AEN learners (where appropriate) in the form of an ILP or IDP. These targets are regularly monitored and reviewed in consultation with the learners and their parents by the ALNCo.

Recording

The following record keeping system is in place at Monnow Primary School. It aims to be manageable, consistent and coherent. We aim to produce all of the information kept to inform future learning and teaching and avoid unnecessary duplication:

- Attendance register (legal requirement);
- Curriculum overview and short-term planning formats;
- Baseline assessments - kept in teacher planning files and School Data files;
- End of FP and KS2 statutory assessments
- Record of all National Tests
- Individual pupil reports – kept in files in the office;
- ILPs and IDPs – SEN files, passed onto High School;
- A sample of learners books;
- Focused assessment
- Subject portfolios;
- POPAT Spelling records – tracking;
- Evaluations of National Test results to inform planning
- Nursery to Year 2 Developmental stages tracking
- Guided group reading records;
- Individual Pupil Profiles, EYS, FP, KS2

The ARR TLR ensures that all staff are regularly (termly) kept aware of the necessary ARR arrangements.

Moderation and consistency

All subject leaders keep examples of learners' work within their subject area in a subject portfolio. Teachers discuss these levels so that they have a common understanding of the expectations in each subject on a termly basis as part of twilight INSETs. By doing this we ensure that we make consistent judgements about standards in the school.

Learner profiles are annotated to show;

- Context of task;
- Assessment focus;
- Comments/ attainment targets achieved; and
- Future development.

Reporting

We comply with the statutory arrangements for reporting. All the records, which are kept within our school, support the following reporting process;

- To parents (consultation and report);
- To other teachers/agencies;
- Key stage to key stage; and
- To other schools.

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Written reports

A written report is given annually, in July, to parents, which matches the records of the individual learner and keeps the parents informed of their child's progress.

When writing our reports we try to ensure that;

- Reports avoid the use of jargon;
- Literacy and Numeracy across the curriculum is referenced (LNF)
- Comments focus on learner's learning and achievement rather on what has been taught;
- Strengths and weaknesses are highlighted in an unambiguous way;
- Well pitched achievable learning targets are set which will express what the next step forward is for the learner in the core subjects;
- Reference is made to effort, behaviour and attitude; and
- Attendance is recorded for the academic year.

In addition, at the end of FP and KS2 individual teacher assessment levels will be reported alongside the school's overall results compared with the national comparative data for FP and KS2. Opportunities for parents to discuss the report with teachers are provided in the Summer Term following the release of the report. All reports and parental responses to the report are kept in files held in the office.

Parental consultations

Parents are encouraged to become involved in their child's learning and development. There are frequent opportunities for informal feedback throughout the year with all teachers. Our parents are offered the opportunity to meet their child's teacher in the autumn, spring and Summer Term. If the learner is on the SEN register, the ALNCo may also be present.

At the first meeting of the school year we discuss how s/he has settled into their new class and also any areas of difficulty we may have identified. At the second meeting of the year we evaluate their child's progress. During the Summer term reports are given to the parents of their child's progress and we discuss the report with them, highlighting progress made and next steps.

Statutory assessment, testing and the analysis of test data

All Nursery and Reception pupils will undergo baseline assessment during their first half term in school and the results from this are used alongside Teacher Assessments to support our future target setting. The baseline is not used as a formal testing situation; the class teacher will draw on a wide variety of evidence sources to make the appropriate judgements.

Learners will undertake the National Reading and Numeracy tests during the Summer Term. Diagnostic testing is undertaken to inform SIP and further individual and whole school development

We undertake a systematic analysis of the results of the Teacher Assessments and the National tests in the summer term after the tests and judgements have taken place. The Teacher Assessments made at the end of FP and KS2 are analysed SLT and ARR TLR. Implications for learning and teaching for all core subjects are shared with staff and implemented. The analysis will compare the performance of the individual subjects, gender, FSM and benchmark

schools and performance against LA and national average. A copy of these analyses will be given to all staff and will become part of the SIP.

Tracking individual learners

We have a system in place for tracking individual learners. The head teacher and all staff will use the predictions calculated by the LA to help set expected targets for the end of the KS. INSET is planned to look at the predictions, target setting for individual learners and discuss how to meet the target, drop below it or exceed it. The staff who have taught these learners, who are aware of assessment information from the record keeping system, will make an appropriate judgement. The predictions can then be modified and the relevant targets set. This will also identify learners who can be targeted to exceed predictions and those who may not meet predictions, thus enabling differentiation to be provided for them.

If teachers feel that individual children will not achieve the required outcome at the end of the KS, then they will complete a 'Vulnerable to Under Achievement' sheet which highlights intervention needs for each pupil. Many of these children may be Child Protection, LAC, based in the LRB, have a Statement, be School Action + or have specific learning difficulties.

At the end of both key stages, the SLT, will look at the predictions for individual learners and compare them with the actual results. This will identify learners who have met, exceeded or not met their targets. This will enable the school to analyse how successful it has been in helping learners fulfil or exceed their potential. This system also allows comments to be made as to why targets have been exceeded/not achieved, such as unsatisfactory attendance, SEN status, CP/ LAC, family bereavement or illness.

Intervention strategies are tracked to ensure appropriate learners have access to them. This data is analysed by class teachers, ALNCo and SLT to measure the impact these interventions have had on learning and to monitor progression across the school.

Transfer of information

Throughout our school we have established curriculum liaison and cross phase trust. We have an agreed system of what needs to be passed on between classes. These are established in the recording section of this policy. All agreed transfer information is passed to the receiving teacher by the end of the academic year. If a learner leaves the school the class teacher is responsible for liaising with the school administration officer to forward the appropriate records to the new school.

All teachers use transferred records to appropriately challenge and support each learner. This information is shared with the ALNCo and all support staff.

There are agreed transfer arrangements with receiving schools when learners transfer to KS 3. All statutory regulations are complied with, with the emphasis on making the transfer process as seamless as possible. Liaison takes place with receiving staff who have actively take part KS2/3 transition project.

Monnow Primary School

Assessment, Recording and Reporting

Annual Cycle of Assessment

