

Winston House Preparatory Kindergarten

Assessment Recording and Reporting Policy

(See also Assessment Statement)

Author: S Sharma
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Policy for Assessment, Recording and Reporting

Assessment is at the core of the learning process and this policy aims to provide an overview of the strategies employed to implement assessment, reporting and recording at Winston House Preparatory Kindergarten.

It is of overriding importance that assessment at Winston House Preparatory Kindergarten should motivate pupils and enable and encourage them to achieve to the best of their ability. It is also important that it is accessible to parents/carers and involves them in the process.

Planning is the key to effective assessment and both are crucial to quality learning. Learning outcomes and assessment criteria are identical and assessment should always inform planning.

The process of assessment will enhance learning providing that the assessment task is:

- Suitable/appropriate to ability levels.
- Valid and reliable.
- An integral part of both the teaching and learning processes, a continuous process.
- Clearly defined and understood by the teacher and the pupil able to support progression.
- Involving the pupil.
- Able to record achievement other than academic.

General Aims

- To make assessment effective and an integral part of the learning and teaching process by informing future learning and teaching.
- To develop practice in assessment which meets the demands of the National Curriculum and Statutory requirements, but which is also manageable and effective.
- To ensure everyone, including parents/carers are aware of the equal status of Teacher Assessment and National tests and the different and complimentary nature of each.
- To recognise the National Curriculum does not encompass all learning; there is the wider curriculum and pupils' Personal Health and Social Education and Citizenship.
- To motivate all pupils through identifying specific achievement and call on it for recognition and reward.

- To help all teachers diagnose specific strengths and difficulties/weaknesses through various modes of assessment, and act upon this information.
- To help teachers plan their lessons more effectively.
- To help all parents/carers to be involved in their children's progress.
- To motivate all pupils in their learning by involving them in the assessment process.
- To increase motivation through providing information and praise on what the pupil knows, understands and can do.
- To ensure everyone has an understanding of the use of baseline data as a tool to target setting.
- To involve all pupils in recording their achievements and setting targets for improvement, aiding continuity across phases.
- To help predict future performance.
- To help evaluate curriculum, teaching and learning styles. To ensure that curriculum planning takes account of the previous assessment judgements made concerning individual pupil performance, which are usually contained within pupil record systems.

Individual Pupil Monitoring and Assessment

At Winston House Preparatory Kindergarten we will use individual pupil monitoring assessments to enhance the processes, of learning and to encourage and monitor achievement and to facilitate the following:

- Augment baseline information by using it to help form judgements and to encourage all students to give their best at all times.
- Improve record keeping by making available regular and up-dated information on a student's progress in all areas of the curriculum.
- Provide opportunities for early intervention in cases of under-achievement and/or pastoral difficulty.
- Develop the role of the class teacher in order that he/ she is more active, and effective in monitoring and supporting the learning progress of students.
- Improve teaching and learning, from the planning through to the delivery of lessons in order to cater for the varying needs of the individual.
- Inform teaching and learning as a result of diagnostic assessment.

The Role of the Class Teacher The Class Teacher will:

- Identify the intended progression for his/her class.

- Take account of level descriptors where necessary and appropriate to identify individual learning needs.
- Ensure students have level descriptors in student speak at the start of the academic year and at the start of each unit where appropriate.
- Explain the main learning objectives and assessment methods or strategies to students and any support staff at the start of each piece of work.
- Recognise the range of needs/abilities within the class.
- Help students to identify achievements and to set targets for improvements.
- Reward good work and progress, especially through the School reward systems.
- Recognise and act upon any unexpected achievement.
- Keep records and report on individual student progress.
- Keep individual and group records and to pass them on to the teacher taking over the group including any trainee teachers.
- Use the records to select appropriate activities and resources, which take account of students' prior learning and achievement.
- Complete a summative subject Record of Achievement or report and assessment/ effort grades for each student by the agreed dates.
- Provide interim assessments as required by parents or others.
- Ensure other adults working in the classroom are contributing to the assessment strategies and communicate significant information.

Assessment will be used in the following ways:

- Formative:** The information gained “forms” or affects the next learning experience.
- Diagnostic:** Finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- Evaluate:** Forming the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupil’s achievements.
- Summative:** Systematic recording of information which leads towards a summary of where pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Teachers will know:

- Where the pupils are starting from.
- Has the class overall learned what was planned?

- Are all the pupils making expected progress?
- Are they making sufficient progress against national expectations?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?
- How they can do it better next time?

The Head and teachers will know:

- Are the pupils making progress?
- Are there any major problems?
- Is the pupil's progress in line with the School's targets?
- How does the School compare to other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared to others of the same age? □ What can I do to help?

Purpose of Assessment

Assessment of a variety of kinds takes place in every lesson, every day. An important aspect of developing a policy across the school has been agreeing on the main purposes of assessment. For Winston House Preparatory School these are as follows:

- To provide feedback for pupils.
- To increase pupil motivation.
- To identify learning strengths and weaknesses.
- To show progress.
- To assist evaluation of teaching methods and materials.
- To provide information for other teachers and parents.
- To enable pupils to form a judgement about the quality of their work.

Effective feedback needs to be managed:

- In the context of an ongoing dialogue between pupil and teacher in a positive teaching environment.
- In a sensitive language appropriate to the pupil.
- In a way that allows comments on strengths and weakness to be sensitive and motivate improved performance.

Assessment is an integral part of the learning process and reflects our aim to place the child at the centre of the process. Through assessment the School aims to:

- Evaluate its own planning, organisation and teaching.
- Identify knowledge, skills and concepts a pupil has acquired.
- Set future objectives for individual pupils.
- Report results of assessments to parents, other colleagues, other schools and outside agencies.
- Report at least annually to parents the results of assessment including statutory assessment at the required time.
- Analyse results and monitor school effectiveness.
- Highlight areas for school development.
- Ensure quality of opportunity for all children.

Assessment of Learning and Assessment for Learning:

- Involves pupils e.g. smiley faces,
- Provides all children with opportunities to show that they can use different ways of expressing what they can do.
- Is part of everyday classroom practice.
- Is planned, systematic, and ongoing.
- Provides consistent, reliable evidence. □ Involves self-evaluation particularly.

Organisation of assessment records

The following assessment records and their organisation have been agreed:

An individual portfolio for each child to include:

- Records from previous schools where appropriate.
- Previous annual reports to parents (nursery evidence will only be kept until end of Y1)

- Formal summative assessments including Foundation Stage Profile, KS1, SATs, Assessment in English and Mathematics for Y3, Y4 and Y5. These results will be used to identify progress and set targets for Year 6

Class Teachers' Assessments for learning records will include:

- Reading Records – individual (whilst on structured reading scheme)
- Guided Reading Group Records
- Twice Termly assessed writing maths and science , levelled and moderated, kept in a file.
- Science books will be kept from Y3 to Y6. Completed books in other subjects will be sent home at the end of the Summer term unless the new book has been started in the Summer term.
- ICT assessed tasks for each pupil will be kept in a class file which will be given to the next class teacher.
- Teacher assessments against National Curriculum Attainment target levels, for all subjects, will be made for each pupil after half term in the Summer term. (see Assessment Statement for new statutory assessment criteria.) □ Y2 and Y6 evidence of progress.

Progress

Children's progress will be monitored continually through informal and formal assessments by the class teacher. Weekly evaluations by class teachers inform planning. Target setting will take place formally in English and Mathematics in October and March. As appropriate to age children will be encouraged to use individual target cards for writing.

Annual Formal Assessment

Early Years Foundation Stage Profile – assessment on entry and end of year (PIPS)

KS1 Statutory Assessment - end of Y2

QCA assessment at Y3, Y4 and Y5

KS2 Statutory Assessment - end of Y6

Results of assessments will be used to inform teachers, parent/carers and other relevant bodies and will be used to set School targets at end of Key Stage 1 and 2. ICT will be used to store assessments and track pupil progress and this information will be available to staff.

Records must be kept for each individual child on:

- Academic achievements.
- Other skills and abilities.
- Individual progress.

Early Years Foundation Stage Profile

We acknowledge and understand that young children will arrive at school with a wide range of different experiences, skills and interests. In order to take their learning forward and to plan opportunities for all the children to succeed, we need to provide a developmentally appropriate curriculum based on their previous experiences and current interests. Central to our work is the belief that we need to promote their view of themselves as successful learners and problemsolvers with positive attitudes towards the process of learning. We therefore use a model of assessment which focuses and values the process of children's thinking through planned observations and annotating their Early Years Foundation Stage Profiles regularly.

Entry to school within Key Stage 1 and 2

In line with Statutory requirements, a child's current records will be sought from his/her previous school and will serve as a baseline assessment to inform staff of his/her achievements and abilities. Accurate baseline assessment on entry enables the school to monitor the 'value added' element in each child's education when summative assessment is undertaken at the end of the next Key Stage. This also allows for challenging but attainable targets for each year group and individual.

Teacher's observation of children

We regard observation as extremely important. Staff should bear in mind the following points:

- Teachers should observe as often as possible.
- Observation should be undertaken with specific objectives in mind.
- Both set tasks and free play investigative situations should be observed.
- Observation can at times be either passive or interactive.
- Use may be made of video or still camera where appropriate.
- We should aim to observe each child over a period of time engaged in.
 - individual work
 - small group / interactive situations
 - whole class situations
 - interaction with adults
 - structured and unstructured activity
 - situations covering a variety of curriculum activities
- Such observations might result in written records. These may be kept as teacher's own informal records or entered as evidence in the child's pupil profile.
- Such observations are an integral part of improving our understanding of each child's strengths, weaknesses and capabilities and should assist in planning for each child's future educational needs.

We need to keep in mind the learner's

perspective Children need to know:

- What is expected of them.
- Short term, achievable targets and next steps.
- To feel involved and valued.
- To have their achievements recognised.

Reporting to Parents

The annual report to parents will be completed in stages and be linked to target setting. Parents are invited to attend two consultations per year to look at their child's work and discuss their progress and the written report will be used as a basis for these discussions.

Role of the Head:

- To produce a policy document which will aim to show a clear philosophy and plan for assessment, recording and reporting throughout the School.
- To ensure that members of staff are involved in the development of the assessment policy and that it is reviewed and updated at regular intervals.
- To audit the assessment issues involved in the implementation of the National Curriculum, National Literacy Strategy and National Numeracy Strategy.
- To monitor assessment within the school and discuss examples of work and the attainment of pupils.
- To promote positive and sustained leadership and direction for assessment, recording and reporting within the school. □ To disseminate statutory test information.
- To use assessment data to inform target setting and future assessment.
- To attend relevant courses and identify staff development opportunities where needed.
- To ensure that new members of staff are informed about school assessment, recording and reporting procedures.
- To ensure that NQT and ALL staff are supported in the development of good assessment practice.

Success Criteria

The effectiveness of this policy will be seen when:

- All pupils are offered the opportunity to demonstrate what they know, understand and can do.
- Pupils are helped to understand what they can do and areas in which they need to improve.
- There is recognition that the taught curriculum does not encompass all learning.
- There is recognition of a wider curriculum where pupils need to develop and have acknowledged their achievements with inter/intra personal skills and emotional intelligence.
- Achievements beyond those that are easily quantifiable are recognised and acknowledged.
- A considered view is the basis for deciding which learning objectives should be assessed in each subject or area of experience.
- Assessment relates to shared learning objectives.
- The learning process is advanced.
- Teachers are enabled to plan more effectively.
- Parents are informed of their child's progress and are assisted in being involved in that process.
- Information is provided for the school to inform its processes of monitoring, evaluation and planning.

Monitoring and Review

An assessment policy is a working document. This policy will be reviewed when necessary and in the interim there will be occasions set aside for discussion and practice may be changed in the light of new initiatives. Records of these changes will be kept.

Marking Policy

Marking is an integral part of assessment which supports all aspects of teaching and learning and is most effective when the principles are consistent and carried out with clear reference to learning objectives. Part of its purpose is to promote a positive self image and to encourage children to value and take pride in their work.

Effective marking:

- Provides positive reinforcement.
- Provides regular well-focused diagnostic comments which help pupils to see how to improve.
- Provides feedback for pupils and is seen to have a purpose.
- Should be easily understood by pupils.
- Enables the teacher to monitor individual knowledge and understanding and group progress.
- Creates opportunities for discussion.
- Aids assessment of progress.
- Should provide a clear basis for future learning.

Guidelines

Children need to be encouraged and enabled to be reflective about their individual work and progress. To this end whenever possible, opportunities will be created for the child to interact with the teacher in order to participate in, and learn from, the marking process.

This may be achieved through:

- Discussion with the teacher.
- Written responses to marking symbols or comments.

Agreed practice

A pen colour other than red, black or blue will ensure clarity and avoid unintentional negative messages.

- Comments need to be constructive and encouraging but nevertheless honest. e.g. next time
- **'Disc'** indicates that that the work has been discussed with the child.
- Marking symbols to be used progressively through the school.
- Planned opportunities for paired marking with peers will encourage speaking and listening.
- Regular (e.g. twice per half term) quality time planned so that children can be involved in the marking process.
- Children encouraged to indicate their level of confidence and understanding of learning objectives e.g. draw an expressive face.

Marking Symbols

Content

- ???? weak word. Try again.
- Λ insert a good word, phrase or clause.
- R repetition. Find it and change it.
- () rewrite this bit so I can understand it.
- IN insert an extra section here.
- ? there is something wrong here. Find it and put it right.
- O circle around a section of text – rewrite this section.

Spelling

Circle around a word – spelling that needs changing

Punctuation

Number written at top of page – find the errors and insert the correct punctuation.

X in margin shows which line missing punctuation is in.