Ysgol Gynradd Llanmartin Primary School

Assessment, Recording and Reporting Policy

Document History

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1.0	Spring 2008	S. Oliver Bryant
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Introduction

This policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Llanmartin 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 (2013) and the new Foundation Phase Profile (September 2015). This policy will be reviewed in the academic year commencing 2015-2016.

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)

Llanmartin 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 IEPs/ILP 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/Focussed 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 all Yr.1 – Yr. 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.

Planning for Assessment

Assessment does not merely happen of its own accord, it needs to be planned for. It is both learning outcome driven and is a central feature at the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engaged in collaborative planning over all 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 (NLF). 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;
- Long term (yearly planning) and Medium term (schemes of work or termly plans) or Medium term or Thematic planning form the basis for Short term planning (weekly). Assessment opportunities are identified as appropriate in the Medium term/Thematic planning and further refined in Short term planning, on the basis of differentiation and individual pupils' needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work;
- Teachers will identify learning outcomes (LO in their planning and will routinely share the learning outcomes with the children as a matter of course. Teachers will also routinely identify the success criteria (Remember to) for the various tasks planned and once again share these with the children. Where appropriate teachers will discuss the identified success criteria in conjunction with the children;
- Teachers ensure that a full range of strategies for assessment are planned and implemented in both medium/thematic and short term planning (see above);
- ARR co-ordinator liaise with phase leaders and all teachers to ensure full coverage of attainment targets and outcomes;
- Staff meetings are used to discuss issues related to ARR which include both year group and whole school moderation activities;
- Short term planning formats encourage teachers to be self-evaluative and such evaluations are used to consistently inform future planning;
- All planning is available and yearly evaluation of long term planning and termly evaluation of medium term planning allow for subsequent modifications to be made in light of changes to curriculum and an emphasis on skills;
- From September 2015, teachers will use Assessment Manager for recording the progress of individual pupils in core subject areas of English/Language Literacy & Communication, Maths/Mathematical Development/ Science/Personal Social Development and Welsh.
- From September 2014 teachers will 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 strategies can therefore include the full range of strategies, e.g.

- Observation;
- Listening;
- Sensitive questioning and discussion, i.e., talk;
- Pupil self-assessment;
- Peer assessment;
- Pictorial / graphical presentation;
- Comment only marking;
- Testing;
- Group work.
- 'Closing the Gap' marking

Evidence of Assessment

(a)   Teachers Assessment

Assessment can be continuous or periodic. Individual continuous assessment is accompanied by periodic assessment at some stage in a planned topic, a period of class teaching or work and a new concept. It can be on an individual, group or class basis. Evidence is found in learner profiles, samples of work, primarily in pupils books and class books, individual, group or class record sheets, weekly forecasts short term planning, tracking sheets, reading records, discussion with pupils and classroom and school displays.

(b)   Moderation

If the results of assessment are to be useful, teachers need to be sure that their judgements are consistent. Legislation expects teachers to moderate their results across a school and to work with the LA to moderate across schools, developing Learner Profiles. Agreement of standards of achievement is an on-going task and moderation sessions are time tabled as part of staff meetings and training days where appropriate. Samples of work to be collected for Welsh, Maths, Science and English.

(c)   Standardised Tests

The Foundation Phase Profile is carried out on entry into school. 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.

The Single Word Spelling Test and ALFIE tests are used in September and June 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 and thus there is a need to develop manageable systems of recording, which have logical and coherent structures. Such records should be able to inform all interested parties, should not be burdensome and unwieldy, i.e. they must be meaningful.

Records should provide information not only on Foundation Phase and Curriculum 2008 attainment but also on pupils' wider achievements. The former is related to statutory obligation, but this alone does not reflect all aspects of a pupils' development and achievements across a range of interests and experiences and should be recorded by the school. 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;
- Identify school and individual targets;
- Reporting procedures;
- Informing the school on its strengths and weaknesses;
- Accumulative evidence to support professional judgement.

The school has agreed to keep the following records:

- Foundation Phase Profile
- Reading records;
- Spelling/phonic records - RWInc
- Individual Development Plans/ Individual Pupil Profile/ Individual Behaviour Plans;
- Whole school / year group / group / individual targets;
- Electronic Tracking records – Assessment Manager and LNF Tracker;
- Target setting records;
- Pupil target sheets in the front of Mathematic and Theme books
- Learning Walls and 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

There are particular strands to the schools procedure for keeping reading records.

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.

Guided Group Reading Records

Parents, parent helpers, grandparents etc. often come into the school on a regular basis, to listen to the pupils read and to discuss with them what they have read. Helpers are encouraged to make comments and provide effective feedback for teachers and pupils.

At both key stages a careful 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 Sheets

Teachers record literacy and numeracy targets on individual target sheets. These will be placed in the Mathematics and Theme books so that both teachers and pupils can refer to them. At the Autumn Parent's Meeting, targets are shared with parents.

School Pupil Tracking Sheet

This will record on a termly basis the level of achievement in the English, Mathematics, Science and Welsh and on an annual basis on foundation subjects at Key Stage 2 and selected learning areas in the Foundation Phase. The record will also include all school based standardised tests, and could be used as a record of pupils performance at transition from the Foundation Phase / Key Stage 2 and for Key Stage 2 / Key Stage 3.

Assessment Manager Tracking

Pupils' progress in English, Maths, Science and Welsh are updated termly into Assessment manager. These records are used to inform annual reports for parents and to inform the whole school target setting process. Teacher assessments on each pupil will be forwarded to and discussed with the receiving teacher at the end of each academic year.

From September 2014 teachers will also record pupils' progress in Literacy and Numeracy skills as identified in the LNF, using the LNF Tracker.

Tracking Folder (Orange Folder)

Every pupil in the school will have a record folder in which the teacher will update and collect.

- **(a)** Results of standardised tests (external and statutory);
- **(b)** Pupils targets
- **(c)** End of Key Stage Teacher Assessment
- **(d)** ALFIE results
- **(e)** Tracking of performance through the key stages in all core subjects.

Moderation of Pupils Work

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. This work will have been moderated by the whole staff and will include a moderation sheet. In addition, samples of work are collated on a termly basis as evidence of standardisation processes.

The following samples will be collected:

Science/K&U   Examples of investigations each term which may demonstrate planning, developing and reflecting or focus on one aspect of these.

English/LL&C   Three samples of work, one per term to exemplify Speaking & Listening, Reading and Writing from across the curriculum.

Maths/MD   Three samples of work, one per term to exemplify examples Number, Measures and Money and Data Handling.

Annotation of Samples of Work-Year Group System
Work included in Learner Profiles will be annotated with pre-printed A4 sheets. These contain the following information
- Maths, Science and foundation subjects – level descriptors taken from the National Curriculum's Programme of Study and marked accordingly
- English: Purpose and Organisation. Style, Punctuation
- Where next?/ further action required for pupil progress;
- Whether assessment criteria have been met, i.e., pupil strengths and weaknesses; and a 'levelness judgement'

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 AENCO (Additional Educational 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 Development Plan. An informal register is kept of MAT pupils and their progress is tracked termly to ensure they remain on target. Parents will also have the opportunity to identify any talents that their children have outside of the school environment.

REPORTING
Purpose and Aim
Reporting procedures promote communication about a pupil's learning 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 a legal requirement

Principles of Good Practice
Reporting whether verbal or written must be:
- Presented in a clear, straight forward language, free of jargon;
- A true picture of the pupil;
- As encouraging and constructive as possible;
- A summary of standards achieved and progress made, supported by evidence.
- To identify the pupils **strengths** and **weaknesses** and to provide advice on how the **child can move forward**, specific targets.

Written Reports
Reports must contain in addition to progress in all National Curriculum subjects the following:
- Attendance record

- A teacher comment on general progress which encompasses the 'whole child';
- The date of meeting for the parental consultation.
- From 2014 a clear and informative narrative on the child's strengths and areas for further development, in relation to the Literacy Numeracy Framework.

Reports for parents are written and presented during the Summer Term. They provide a reasoned analysis of the child's overall skills based 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.

Parental Consultations
These are held during each school term. The parent/ guardian of the pupil is invited by the class teacher to discuss overall performance, attitude and behaviour. The end of each Key Stage consultation will include the statutory reporting requirements in connection with the Curriculum assessment 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 Foundation Phase Teacher Assessments are examined and passed on to Year 3 staff. End of KS2 Teacher Assessments are collated along with pupil reports and transferred to the appropriate Secondary schools. At the end of Key Stage 2 the school electronically transfers all Teacher Assessments at attainment target level to the LA in good time so that both the LA and Secondary school have early identification of attainment.

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 Assessment Manager 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 and staff from the Cluster High Schools meet to agree areas of learning that will be moderated. Year 6 and Year 7 teachers meet during the Spring Term and Summer Term to plan the smooth transition of pupils from Key Stage 2 to Key Stage 3.

Head teacher: Date:

Chair of Governors: Date: