

Waterthorpe
Nursery Infant school



Assessment and Recording
Policy

July 2012

Assessment, Recording and Reporting Policy

Assessment is an integral part of everyday teaching and learning, including procedures for recording and reporting. Its key purpose is to move children on in their learning, celebrate their achievements, increase their self-motivation, help them become involved in the assessment process and raise their expectations. Assessment is used to influence future planning. Assessment for Learning (AFL) is intended to be formative and diagnostic. It is the process of seeking and interpreting evidence for use by learners, their families and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment of Learning (AOL) is of a Summative nature. It helps teachers to evaluate curriculum provision and learning experiences, and informs pupils and their families of levels of attainment.

Aims:

Assessment will:

- a) Be part of effective planning
- b) Be central to classroom practice
- c) Be a key professional skill
- d) Be sensitive and constructive and meet the needs of individuals regardless of gender, sexuality, cultural differences or ability
- e) Promote understanding of goals and criteria
- f) Help learners know how to improve
- g) Develop the capacity for self assessment
- h) Recognise achievement
- i) Provide informative records and reports

Methods of Achieving our Objectives

Teaching and Learning

- 1) Teachers are clear about learning objectives, success criteria and individual learning goals and these are shared or developed with the children.
- 2) Teachers use questioning, dialogue and observations effectively to find out what children know and understand.
- 3) Tasks will include practical, investigative, oral and written activities so that assessment can be made in a variety of ways.
- 4) Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.
- 5) Children with Special Needs are integrated within the school. Provision is made for small groups to be assessed on a regular basis and relevant services are involved as appropriate. Children identified and placed at School Action (SA)/Early Years Action (EYA), School Action Plus (SA+)/Early Years Action Plus (EYA+) or who have a Statement for their SEN will have an Individual Education Programme (IEP), which is monitored regularly. If necessary, temporary exceptions and disapplications can be provided for under sections 17, 18 and 19 of the Education Reform Act
- 6) Children are given learning experiences in individual, group and class situations, accommodating a variety of learning and teaching styles.
- 7) Teachers provide opportunities for children to improve upon their work and support them in taking charge of their own learning through developing the skills of self assessment.
- 8) AFL should enable all children to achieve their best and to have their efforts recognised.

WATERTHORPE NURSERY INFANT SCHOOL

- 9) F1 children choose their activities, using rebus symbols and based on the High Scope approach of Plan-Do-Review. These may also be linked to 'next step' targets.

Assessments

The following types of assessment are used through school:

Formative/AFL

- (1) Formative assessment is the process of teacher assessment, which is on-going throughout the child's school life.
- (2) It provides information about each child's progress and informs future planning.
- (3) It can take place with individuals or groups through observation, discussion or recorded work.
- (4) It involves the children in their learning and identifying the next steps

Diagnostic

- (1) Diagnostic assessments are carried out by teachers/support staff to help identify the strengths and weaknesses of individual children through:
 - IEPs
 - Checklists
 - Specific activity/task
- (2) Links are made with support agencies and the SEN Co-ordinator

Summative

- (1) Summative assessment includes:

- End of Key Stage 1 assessments
- End of year assessment information transferred to the next teacher

It also includes assessments for progress tracking and target setting purposes:

- Termly writing levels
- Termly reading levels
- Termly maths levels
- Termly phonic phase Tracking

Planning, assessment and recording:

- (1) Planning is monitored by the Headteacher, Foundation Stage leader, Key Stage 1 leader and subject leaders (see Monitoring Policy)
- (2) In writing, Reading and mathematics end of Key Stage results are analysed in order to examine areas of strengths and areas for development to inform planning and Continuing Professional Development (CPD) for the future academic year.
- (3) On entry to Foundation Stage 1 (F1) the children are assessed within the first few weeks using observations and discussions with parents/colleagues. Initial observations are then transferred onto a tracking sheet to track pupils progress through the ages and stages and on to the Early Years Foundation Stage Profile (EYFSP)
- (4) Assessment through F1 and F2 is on-going and includes a minimum of one focused observation per term.

WATERTHORPE NURSERY INFANT SCHOOL

- (5) Evidence collected from Foundation Stage Assessments is kept in a pupil record book and a 'special journal' that is passed up through school. In KS1 writing assessments are added to this record book.
- (6) The Foundation Stage assessments show progress in relation to the 'ages and stages' and ELG and are linked to the Early Years Foundation Stage Profile.
- (7) For RE, ICT, Science and the foundation subjects, children's progress is recorded against end of unit expectations on a class record sheet (see Assessment Portfolio).
- (8) Assessment procedures and records for literacy and numeracy in KS1 are detailed in the Assessment portfolio
- (9) Teachers will also record on-going assessments in a personal class record book and/or on short term planning
- (10) A system of 'Star and a Wish' is used through school. This involves quality marking, with a focus group, against success criteria, or in relation to a child's particular needs. The teachers use improvement prompts and involve the children in the assessment and target setting process.

Sharing assessments with parents and carers

- (1) Generic targets for writing e.g. leaving finger spaces, will be sent home on 'wish cards' at regular intervals.
- (2) In F1 'Next Step' cards are sent home each term. Written records are shared with parents/carers on an annual basis or at a parent/carer's request or in SN review meetings. In F2 'next steps' are shared with parents at termly parents evenings.
- (3) Annual reports to parents/carers in F2 are sent home in the summer term. These are linked to the Foundation Stage Profile.
- (4) Annual reports to parents/carers in KS1 are sent home in the Spring term. They report on progress in all areas of the curriculum and include targets for literacy and numeracy.
- (5) In F2 and KS1 parents are formally invited into school once every term.
- (6) Parents are welcome to meet with their child's teacher at any time by arrangement.
- (7) Parents/carers of children with special needs will be invited to discuss their child's progress with the class teacher once a term. Where a child is at SA+, EYA and EYA+ in F1 or has an SEN statement this meeting will also involve the SENCO and any outside agencies involved.

Evidence

- 1) A wide range of assessment evidence is kept in the form of:-
 - Planning sheets
 - Class assessment sheets

WATERTHORPE NURSERY INFANT SCHOOL

- Individual APPs for maths, writing, reading and speaking & Listening
- Children's books including photographs
- I.E.P.s
- Individual notebooks for specific children
- Test Results
- Subject Leader's portfolios
- Teacher's Mark book
- Pupil information sheet
- Class profile sheet
- Observations

This provides information for reports, monitoring, transfer documents and referrals.

Resources

Resources relating to Assessment which are located in the staffroom, include

- Assessment Portfolio
- Planning files

Resources located in the Resource room include SATs material.

CPD

Teachers require the professional knowledge and skills to :

- Plan for assessment
- Observe learning
- Analyse and interpret evidence of learning
- Give feedback to learners and support them in self assessment

Teachers will be supported in developing these skills through initial and continuing professional development.

This policy will be reviewed in Summer 2016

WATERTHORPE NURSERY INFANT SCHOOL

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Assessment, recording and reporting	07/12

Priority Level	
High	
Medium	X
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Co-ordinator's Committee members

<p><u>What are the aims of the policy or project?</u> Assessment will:</p> <ul style="list-style-type: none"> j) Be part of effective planning k) Be central to classroom practice l) Be a key professional skill m) Be sensitive and constructive and meet the needs of individuals regardless of gender, sexuality, cultural differences or ability n) Promote understanding of goals and criteria o) Help learners know how to improve p) Develop the capacity for self assessment q) Recognise achievement r) Provide informative records and reports
<p>Who is the intended customer/service user of this project or policy? Staff, children, families and local authority/government</p>
<p><u>What are the desired outcomes from this project or policy?</u> To move children on in their learning, to influence future planning, to help teachers to evaluate curriculum provision and to inform pupils, their families and the local authority of levels of attainment.</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Teaching and Learning Policy, curriculum statement, marking, monitoring and evaluation</p>

WATERTHORPE NURSERY INFANT SCHOOL

--

What are the racial, disability and gender equality implications of the policy or project?

Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes: Reporting and analysis is made for different groups of children e.g. ethnic groups or boys and girls
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	NO
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	N/A

Action to take :			
If you have indicated there is a negative impact, can it be justified? N/A	YES	NO	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A	YES	NO	
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form):	Date: 07/12
--------------------------------------	-------------