



Hockliffe Lower School

Assessment Recording and Reporting Policy

RATIONALE

At Hockliffe Lower School the staff and Governors consider that assessment is an integral part of providing high quality teaching and learning. It gives the children the opportunity to demonstrate what they know, understand and can do and to review their progress.

AIM

To establish and maintain an effective assessment process which promotes high expectations and outcomes for all pupils.

PURPOSE OF ASSESSMENT

- To enable teachers to plan the next steps in learning for the children in their class.
- To ensure children know what they are learning, what they have achieved and plan the next steps in their learning.
- To set high expectations for children.
- To recognise when children are not making progress in their learning, diagnose reasons for this and plan appropriate interventions.
- To provide parents with information they need about their child's progress and learning needs so they can support them effectively at home.
- To provide information so the school can benchmark the quality of its provision against local and national standards.
- To enable judgements to be made by governors, school staff and external agencies about the teaching, pupil progress and achievement at the school.

TARGET TRACKER- ONLINE RECORD KEEPING

The school uses the Target Tracker data system which it uses to show the intent, implementation and impact of its curriculum.

- **Intent**- it has a list of the expected objectives for each year in all subject. These objectives are used by teachers to plan the overall learning for the children in their class for core subjects and for a thematic unit of study.
- **Implementation**- during the term children's achievement of each of these objective statements are assessed and highlighted on target tracker as **working towards**, **achieved** or **mastered** by each individual child.
- **Impact**- once a term teachers use target tracker to assess and record the Steps a child has made over the term using the number and level of statement objectives they have achieved as a guideline (see section Tracking Pupil Progress for more details)

SUMMATIVE ASSESSMENT

Summative assessments involve judging a child's performance in expectations of the National Curriculum against national standards. Teachers make these judgements termly, at the end of a unit of work or at the end of a year. To help make these judgements teachers use evidence gathered through formative assessments, the child's work and sometimes formal tests e.g. SAT's at the end of KS1. Parents of children in year 2 are provided with numerical results achieved by their child in National assessment tasks in reading and Mathematics as part of their end of year report.

The government has laid out in its National Curriculum the expectation of what children should know by the end of each school year.

At the end of a school year there are 3 levels at which a child can be judged to be working according to the percentage of the learning objectives for the National curriculum for that year they have achieved.

- If a child has achieved between 66% -80% of the targets they are judged to be at an **Working towards**
- If a child has achieved 81%-100% of the targets they are judged to be at an **expected level**
- If a child has mastered the learning of the year group and been given work to deepen and extend their learning they will be judged to be at **Greater Depth**
If appropriate children at this level may be given work from the targets for the following year.

These judgements for each group will be recorded on the school Data Management System and shared with the local authority and at the end Yr. 4 with the middle school to which each child is transferring. End of KS1 judgements will be shared nationally.

The school will use the information to analyse.

- The percentage of children in each year group working at the 3 different levels
- The progress of all children
- The percentage and progress of children in specified groups (pupil premium, SEN, G+T)
- How well the school is performing overall compared to other schools locally and nationally
- The starting point for children's learning in the next year.
- Setting targets for improved performance.

SUMMATIVE ASSESSMENT IN EYFS

Children's levels of development are assessed against the age bands of the Early Years Outcomes and Early Learning Goals across the 7 areas of learning in the EYFS curriculum:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**
- **Literacy**
- **Mathematics**
- Understanding the World
- Expressive Arts and Design

Children's levels of development are assessed on entry to the Foundation Stage and progress towards achieving the 17 Early Learning Goals is monitored half termly. At the end of the Foundation Stage levels of development against each of the ELGs is reported as being **Emerging**, **Expected** or **Exceeding**.

A 'Good Level of Development' is considered to be the achievement of at least Expected in the 5 areas of learning in bold above. The results and percentage of children achieving a GLD are shared with the Year 1 teacher and the local authority.

Analysis of these results is used

- to measure how well the school's EYFS is performing compared to other schools both locally and nationally
- to support transition and inform planning for Year 1
- to develop EYFS practice and improve performance

FORMATIVE ASSESSMENT

Formative assessments (assessment for learning) are made daily as part of the learning process and are used to raise pupils' attainment and aid their progress in their day to day learning tasks in the classroom.

A range of assessment techniques are used including observation, questioning, discussion and marking, to identify children's achievements and subsequent learning needs.

Teachers record these assessments by

- annotating planning

- completing individual marking or class assessment summary sheets against the objectives of the lessons, making judgements as to the level at which the children have accessed their learning; beginning and needing adult support (/), working towards with some independence (*), objective achieved independently (**)
- highlighting objective statements on Target tracker as **working towards**, **achieved** or **mastered**

Hot and cold tasking is used as a form of assessment. By completing a cold task independently at the beginning of a unit of work children and their teacher are able to understand where they are in their learning and what they need to do move on further. Completion of the hot task at the end of the unit of learning shows them and their teacher the progress they have made and what further learning is required next time they work in this area.

Ipsative assessment is used to chart progress in learning by comparing where a child is at the end of a unit of lessons to where they were before the lessons began. Various baseline and end activities are used to gain this information according to the nature of the subject and learning being assessed.

These formative assessments are used to set individual learning targets for the children and inform teacher planning ensuring that teaching is tailored to meet the current learning needs of the children in the class.

FEEDBACK TO CHILDREN

The class teachers give children regular feedback on their learning either orally or in marking, so that children understand what they do well and what they need to do to improve.

The school has developed a code for marking that is used consistently across the school so that all children know what written feedback means. Children are given time to reflect on and respond to marked work within the timetable.

CHILDREN'S SELF ASSESSMENT

Children are regularly asked to assess their own learning to identify how they consider they have progressed against the learning objective for the lesson. Various techniques are used to do this including using the tick, one star and two star marking system, thumbs up, drawing smiley faces and using traffic light fans. In Writing children are given Writing genre checklist which give them targets against which to assess the quality of a piece of written work. These are given out, and added, to each time the genre is revisited so children can understand the sequence and progression of their knowledge and skills. Peer assessment is also used in lessons.

We consider that by involving children in assessing their own work they will be better able to take action to improve their performance and so raise standards.

ASSESSMENT ACCURACY AND CONSISTENCY

To provide accuracy and consistency in assessment the staff regularly participate in the following events

- In-school moderation within years and across phase
- Moderation discussions with headteacher
- Moderation with other LC2 schools both lower and middle schools
- Moderation training organised by Central Bedfordshire Council
- Moderation visits by representatives of Central Bedfordshire Council

TRACKING PUPIL PROGRESS

The school uses targets to track pupils' progress against the key objectives of the National Curriculum for the year they are working in as listed on Target Tracker.

At least Termly, teachers use assessments of the children's achievement of objectives recorded on the Target Tracker Statements to make judgements as to the Target Tracker Step they are working at- **beginning**, **beginning +**, **working towards**, **working towards+**, **secure** and **secure+**

Analysis of this data provides information for measuring progress and target setting; in Target Tracker expected progress in Years 2-4 would be 6 steps, any progress greater than this is considered 'accelerated' progress. In year 1 5pts is expected progress as the first step level is not recorded by the class teacher until autumn 1 because of the transition from EYFS early learning goals to NC Yr1 objectives. Gap analysis ensures that teachers' planning can be focused to group and individual learning needs. It also provides information that contributes to the establishment of school development needs. This data is shared regularly with the school governing body via meetings between the Data Governor and the termly headteacher's report to governors.

Monitoring meetings are held at 3 points during the year between the headteacher and class teachers to discuss pupils' progress towards targets using the assessments and analysed data from Target Tracker. Appropriate teaching strategies and intervention are established to help those pupils who are not on course to achieve their targets in Reading, Writing, Spoken Language and Mathematics. Pupils' progress in Science is also discussed, as is the individual pupils' personal development, behaviour and welfare.

REPORTING TO PARENTS

Class Information meetings are held for parents in the Autumn Term by class teachers to provide them with details of the expectations of the curriculum for the year their child is in. Teachers suggest ways that parents can support their children at home and an information sheet is provided.

Parents are provided weekly with a sheet of their child's learning targets in English and Mathematics and specific spelling and mental maths targets.

There are consultation meetings for parents in November and March/April. Teachers inform parents of the next steps in their children's learning and discuss how parents can help their children achieve these targets. This is recorded and a record issued to parents signed by both teacher and parent.

At the end of the summer term parents receive a written report about their child's progress, attainment and attitude to learning. Parents are asked to provide a written comment on their child's report and invited to have a further face to face consultation with the class teacher if they wish.

MONITORING AND REVIEW

This policy will be reviewed yearly.

Adopted by the Governing Body _____ Chair of Governors Date _____

January 2020