

Pudsey Bolton Royd Primary School

Policy on Assessment, Recording and Reporting

1. Introduction

Our aims are that:

- Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners.
- Every teacher is equipped to make well-founded judgments about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessments to forward plan, particularly for pupils who are not fulfilling their potential.
- Pudsey Bolton Royd has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessment of pupils and for tracking their progress.
- Through parent / carer consultation meetings, sharing of curricular targets and annual reporting, every parent and carer knows how their child is doing, what they need to improve, and how they can support the child and their teachers.

2. Purpose and Nature of Assessment

Assessment is used to support learning and teaching and there are three linked aspects which contribute to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance.

- **Day-to day Assessment:** Learning objectives are made explicit and shared with pupils; peer and self assessment is used and pupils are engaged in their learning and given immediate feedback
- **Periodic:** gives a broader view of assessment across the subject; uses National Standards to support assessment in the classroom and involves continual review and improvements to medium term curriculum planning.
- **Summative:** is the formal recognition of pupils achievement which is reported to parents and carers and often uses external test or tasks.

3. Statutory Requirements

From September 2002 our responsibilities are summarised thus:

- To teach and assess the National Curriculum Programmes of Study in all subjects
- To teach and assess R.E (following the Leeds Agreed Syllabus or other as appropriate)
- To keep a record for each pupil, updated at least once a year.
- To assess each child against the level descriptions in each A.T. in English, Maths using teacher assessment tests and tasks at the end of each Key Stage.
- Complete the Foundation Stage Profile at end of the Foundation Stage
- To provide a written report to parents at least once a year (including PSHCE).
- To comply with statutory transfer arrangements when a pupil moves to a new school.
- To set end of KS2 school targets in English and Maths at L4 & L5 during the first term of Year 5

4. How do we assess children?

- The 'Assessing Pupil Progress' materials support our assessment process. Assessment does not require special assessment activities but involves recognising significant evidence from the opportunities generated by planned teaching and learning.
- The day-to-day work produced by pupils following the school's scheme of work and teaching plans provides evidence of attainment that is broadly based. The assessment focuses (AFs) for each attainment target (AT) in mathematics and for reading and writing provide teachers with a framework to help them be selective in looking both at what pupils have learned and how well they have learned it.
- When using the APP materials, judgements for each AT are refined into 'Low', 'Secure' or 'High' within the level. This is done in a holistic way by taking into account how independently, how consistently and in what range of contexts pupils demonstrate their attainment. This constitutes an 'intelligent' differentiation within the level.
- The exemplified standards files showing attainment from years 1-6 at National Curriculum Levels 1-5 are used to support teachers in their judgements.

- Day-to day, periodic and summative Assessment is part of effective planning; focuses on how pupils learn; fosters motivation; promotes understanding of goals and criteria and helps learners know how to improve.
- Observation: both focused and informal and by sampling 'key' pupils or practical activities.
- Discussion and questioning: both focused and informal and by sampling.
- Marking and feedback: oral, written, against learning objectives, against agreed success criteria to set targets and to 'level'.
- Teacher Assessment in Years 2 and 6 and Standard Assessment Tasks in Year 6.
- Pupils are involved in marking (both peer and self assessment), help to set their own targets and are continually supported to review their own progress.
- Parents are encouraged to record home reading comments in pupil planners, these are used to support teacher assessments.

5. When do we assess children?

- Most assessment takes place during normal classroom activities to plan next steps in learning, to match work to abilities, celebrate progress and success, identify areas where specific support is needed and evaluate teaching.
- We identify a limited number of assessment opportunities on planning, clearly related to learning objectives and Assessment Foci rather than trying to assess everything.
- We use an Assessment Calendar to plan assessments for the year.
- At end of each key stage using statutory assessment (tasks, tests & TA in Y2/Y6 & F. Stage Profile in FS2)
- Children in Years 3, 4 and 5 undertake Optional SATs.
- Teacher Assessments in Reading and Writing are updated every half term
- Teacher assessments in each AT of Maths are updated each term.
- Provisional targets are set for each pupil in Reading; Writing & Maths in the autumn term for the end of year (July). These are reviewed & monitored twice-yearly.

6. Use of Assessment Information

- Teacher Assessment in Speaking & Listening, Reading, Writing, Maths is collected at key points during the year. Pupil progress is carefully tracked and analysed against challenging targets. Attainment is also analysed against age expected levels and FFT data in order to gain an overview of whole school standards as well as progress.
- All teachers use the Attainment mapping grids and trackers as part of Quality First Teaching and have a clear understanding of every pupil's needs. They share this information with TAs who help the children as well as with the children themselves.
- Planning is modified; it is adapted as necessary to meet the needs of the different cohorts.
- Assessment and involvement of pupils in planning helps appropriately pitched content and meaningful contexts.
- On-going assessments inform daily short term planning and build up a picture of progress and learning.
- Day to day assessments give children their next steps in learning and teachers plan time for the children to act on feedback.
- Summative assessments are used in monitoring & evaluation; inform receiving teachers and are reported to parents annually.
- Assessment helps inform the teachers of the effectiveness of any intervention groups or strategies being used. Children are tracked rigorously.

7. Target Setting

- Targets are set in English and Maths according to statutory requirements. The process is informed by prior attainment, comparative information & by our contextual knowledge about particular cohorts to ensure challenging teacher forecasts and are informed by FFT predictions
- The Governing Body is responsible for setting targets and are involved in the process.
- Setting targets is the start of the process. Achieving targets is where the real work takes place. Our School Development Plan is informed by our work in self evaluation, data analysis and target setting.

- Children are involved in setting targets by discussion, marking & regular review of their progress. We share lesson objectives / targets and success criteria as a matter of course with children.
- Curricular targets are set for Writing and Maths.

8. Standardisation and Moderation

- Staff have regular meetings to standardise work against National Standards. Work is carefully examined against the online Standards files.
- Staff have regular involvement in moderating and levelling children's work. A specific focus is agreed for each moderation to help check the consistency of teachers judgements, identify and resolve any differences and to agree school standards. This is outlined in our assessment and monitoring calendar.
- School portfolios of levelled work are updated as appropriate and used both as a source of reference and as models / shared texts for children.
- Staff involved in Foundation Stage Profile, or KS1 Standard Assessment Tasks, attend training which includes moderation of children's work. These examples are incorporated into school resources where appropriate.
- Writing portfolios are in place. These books record six pieces of levelled, independent writing from each child per year and are passed to the next class teacher as a record of progress and a way of comparing / moderating leveled writing. Writing is also assessed across the curriculum in order to ensure transfer of skills.

9. Record Systems for Assessments

- A small proportion of assessments are recorded formally, most often in planning or marking. These show evidence of significant learning/difficulties OR relate to learning not to be covered again for some time. APP grids are used to record the attainment in Mathematics, Reading and Writing. These provide a profile of attainment for individuals and groups as well as recording the next steps in learning they might take. Our recording systems are useful, manageable, and easy to interpret and avoid unnecessary duplication. They enable us to monitor progress, achievement and learning, provide clear evidence for reports to parents, teachers and other interested parties and satisfy statutory requirements.

The following systems are in place:

- Whole school long, medium and short term planning. (annotated short term planning)
- Marking and Feedback (supported by a consistent whole school policy)
- APP record grids for Reading, Writing and Mathematics.
- Letters and Sounds Phase Assessment sheets to track progress and attainment in phonics
- Informal Records (mark books, observation notes, 'sticky labels' etc)
- EYFSP individual files
- EYFSP KEY worker files
- Annual teacher assessment / target setting sheets
- Cohort tracking sheets
- SEN records in accordance with the revised Code of Practice and related to the revised 'P' Scales.
- EAL Language Acquisition Records using extended QCA steps.
- QCA Optional Standard Assessment Tasks
- Use of QCA National Standards
- Use of NC online
- We have agreed what has to be passed on to receiving teachers.

10. Reporting

- Statutory requirements are met. All parents receive a written report in the summer term which shows progress in each subject studied (including R.E & PSHCE), a general statement of progress and interests, a record of attendance and at the end of each Key Stage and any statutory assessment information.
- Foundation Stage Profile information is reported to parents at the end of Foundation Stage 2.
- Information is transferred to High Schools using Leeds LA Transfer documentation.

- Results of statutory assessments are shared with parents in the school 'on line profile' and through the end of KS1 and KS2 individual reports.

11. Monitoring and Evaluation

- Monitoring of consistent implementation of assessment & marking is carried out by the senior Leadership Team.
- Cross moderation between year groups and across key stages is essential to ensuring that assessment is accurate and in line with National Standards.
- Subject leaders monitor assessment and marking of their own subject as outlined in the Monitoring Calendar.
- The Deputy Head teacher monitors medium and / or short term planning and, as part of this process, evaluates the appropriateness / effectiveness of assessment opportunities and outcomes.
- Assessment and marking policies are reviewed every 2 years as part of our school self -evaluation.
- Assessment must work for us and support teaching and learning at Pudsey Bolton Royd Primary School.
- We will continue to be stringent in ensuring that unnecessary paperwork and bureaucracy are eliminated.

Prepared by Viv Smithies Headteacher

Agreed by Staff.....:

Agreed by Governors: