

PATTERDALE CE PRIMARY SCHOOL
ASSESSMENT AND REPORTING POLICY

Signed:

Dated: April 2016

Review date: April 2017

Aim

To ensure that the approach to assessment is consistent throughout the school and that the implementation of this policy has an impact on the achievements made by *all* pupils, regardless of special needs, ability, behaviour, ethnic or religious background.

Objectives

1. To ensure that all staff have a clear understanding of the difference between formative and summative assessment.
2. To ensure that the processes of formative and summative assessment are consistent throughout the school.
3. To ensure that the assessment process leads to achievement for all children. The assessment process should inform planning.
4. To ensure that assessment does not become onerous; the level of recording should be purposeful and manageable.
5. To ensure that the children understand what they have achieved and what their 'next step' will be.

Formative Assessment

Formative assessment is continuous, planned and integral to the teaching and learning process. It provides information and evidence for the teacher and the child about their learning experiences, which can then be used to plan the next step.

This form of assessment can help children to understand what they are learning and to chart their own progress. Children can be actively involved in their own assessment, setting the pace and quality of learning by;

- Reviewing their work and progress
- Planning their own 'next steps'
- Deciding, in discussion with teachers, which pieces of work provide evidence of particular aspects of learning

Formative assessment is on-going; therefore the following should be in evidence in the classrooms;

- Teachers actively finding out what children know, understand and can do in all areas of their learning
- Teachers ensuring that children know what they are supposed to be learning and that they progress
- Teachers deciding which assessment technique to use and when, observing children, asking questions, listening, looking at pieces of work
- A range of assessment techniques being used confidently
- The classroom arranged in such a way to enable the teacher to carry out planned assessments and recognise and act upon any unexpected achievements
- That adults working in the classroom are clear about their role in assessment, and will give the teacher significant information concerning the children
- Assessment strategies which enable the teacher to recognise where pupils fail to understand or make progress
- Assessment being used to decide what to do next with individuals, groups or the class
- Children being involved in their own assessment

Pupil Tracking

All teachers and classroom assistants will have a mark book in which to record assessments. This is not intended to be unmanageable and so not every child will have a note made. Only significant achievement or under achievement will be noted.

Marking, will provide a further record of assessment. (See Marking Policy). In particular the 'next step' will be recorded as part of the marking process.

Tracking will be recorded termly on the school system.

Tracking System

In line with Curriculum 2014, the tracking system records:

- Emerging – just beginning end of year expectations (in red)
- Developing – yet to be secure in the end of year expectations (in orange)
- Expected – secure in the end of year expectations (in green)

If a child is secure in almost all (or all) of the end of year expectations (85% plus) – they are then exceeding expectations and will be able to use and apply their knowledge and skills confidently.

Assessment Strategies

- Discuss work individually or in a group
- Informed marking
- Listen to children talking
- Question children and give thinking time before they answer
- Observe children

Summative Assessment

Summative assessments provide a summary of where a child is at various points during the year. Standard Attainment Tasks (SAT's) are the most commonly used form of summative assessment. Children undergo SAT's at the end of Key Stage 1 and at the end of Key Stage 2 statutorily. At Patterdale, we also undertake Optional Tests for years 3, 4, and 5.

In year 1, children take a phonics test.

Children who are of concern to teachers may also undertake further assessments, for example those related to Reading Intervention.

Teachers may also plan assessment tasks throughout the year to help them to build a clear picture of a child's progress.

Summative assessment is used to track individual children's progress and achievements within school. This evidence is kept in the Assessment File in the office.

Involving Parents

Parents are welcome to discuss the progress their children are making at any point during the year. In the Spring Term (February), parents will be sent a blank assessment tracking sheet. They will 'have a go' at filling in their section; this will be shared at a 30 minute consultation in which parents and teachers will compare their assessments, along with the children's own assessment of themselves. As a result of this consultation a set of key 'next steps' will be drawn up and sent home (there should be no more than 2 or 3 for English and Mathematics).

Later on in the Summer Term, parents will receive a written report in which teachers will report on how far children have progressed to achieving the 'next steps' set in February. They will also be informed as to whether children are meeting the expected standards (see report format).

At October half-term, parents will be provided with a new set of 'next steps', relating to English and Mathematics. These will have been written in discussion between the class teacher and the children.