



**SCHOOL: LAMBS LANE PRIMARY SCHOOL**

**POLICY TITLE: ASSESSMENT, RECORDING AND REPORTING**

**REVISED: 5<sup>th</sup> September 2016**

**APPROVED BY: Pupil Matters Committee**

**We believe that assessment will improve learning by:**

- Recognising and celebrating a whole range of children's achievements and experiences.
- Ensuring a clear connection between assessment, target setting and teaching & learning.
- Developing the skills needed for pupils to become reflective learners through self and peer assessment.
- Using an effective and manageable system for collecting, recording and analysing data.
- Providing effective feedback to pupils, parents and staff.
- Actively involving pupils in their learning.
- Identifying gaps in learning and showing areas for development.

## 1. GUIDING PRINCIPLES

Assessment at Lambs Lane is based around the core principles and practise of Assessment for Learning (AfL)\* and to this end, we believe that assessment should:

- Be both formative and summative
- Be manageable for teachers
- Be purposeful
- Be led by learning objectives
- Involve all staff, pupils and parents
- Include achievement beyond the EYFS and the National Curriculum
- Be consistent
- Impact upon learning i.e. lead to improvement
- Give recognition and appropriate praise for achievement
- Involve children in the same process (whether oral or written), to ensure equality across subjects and abilities
- Inform future planning and individual target setting
- Be accessible to children

\*See appendix 1 for more information

## 2. PLANNING

Effective planning provides an essential framework within which to facilitate children's learning. It is closely linked to assessment in order to precisely match the needs and abilities of pupils.

Planning in our school consists of:

### 1. Long-term Plans

These show the themes for the half terms and the subjects focus for each theme.

- Permanent school documents i.e. Long Term Plan and progression of skills
- Identifies NC areas covered each term

### 2. Medium-term Plans

- Half termly plans for maths and English
- Half termly plans are produced for each creative curriculum topic and are broken into 1-3 week blocks with a subject focus for each.
- All these plans should be linked to the National Curriculum

### 3. Short-term Plans

Weekly plans show the learning objectives to be covered for each unit of work and any links made between subjects. A separate weekly plan is done for maths and English. All plans reflect the needs of our SEN children and challenge more able children.

All short-term plans must include:

A clear Learning Objective and success criteria

Identify activities to enable progress

Explain how the lesson will be taught (whole class, groups, use of LSA's etc)

Differentiation

Plenaries to assess the children's understanding

All planning is filed weekly on the S:Drive in the Planning Folder. There is a cycle of monitoring involving English, Mathematics and the Creative Curriculum. Coordinators meet with the Head teacher to review planning and its impact. Other coordinators monitor planning on a half termly basis as part of their coordinator non-contact time.

### 3. SHARING LEARNING OBJECTIVES

- Learning Objectives are shared with pupils and displayed during every lesson. They are referred to and used regularly by the teachers and the pupils to assess work as it begins, progresses and is completed.
- Pupils know that the success criteria are the outcomes for the unit of work and they take a role in adding to and finalising this list.
- Plenaries are an effective assessment tool and should be used at any point in a lesson or unit of work to review progress and next steps in relation to the Learning objective and Success Criteria.
- Children not achieving the learning objectives or learning intentions are identified and work with the teacher to address this as soon as possible e.g. after the lesson, at the beginning of the next lesson.

### 4. TARGET SETTING

- Throughout the academic year, targets are set for pupils in Writing, Reading and Maths. Class teachers and SMT will discuss these targets during Pupil Progress meetings.
- From their baseline step, children are expected to make six steps progress throughout the year. Pupil progress meetings are used to identify the next steps/ targets for children who do not meet the expected step progress in each term.
- Targets are monitored half termly for Y1 – Y6 for each of the core subjects. There should be an element of challenge in the targets set.
- In Foundation Stage the pupils' targets are based on the Early Learning Goals. Observations are used to record children's achievement and progress. Next steps are set alongside these.
- Individual and group targets are set on a regular basis as units of work are covered.
- Teachers use all targets to inform planning.
- Targets and achievement for pupils FS – Year 6 are recorded on Pupil Progress meeting forms and are monitored by the SMT at the end of each half term. Pupil Progress meetings are held at the beginning of each half term.

Pupil progress meetings are designed to:

- Identify children who are not yet meeting their targets or making slow progress
- Offer advice to teachers about how they could support identified children
- Review any groups that are making less progress than the cohort average
- Monitor PP, SEN, EAL and MA&T children
- Identify focus children to target support to during the next term

### 5. MARKING AND FEEDBACK

#### a) Principles:

- Marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives / success criteria.
- It enables pupils to become reflective learners and helps them to close the gap between current and desired performance.
- At its best, feedback is immediate and incorporated into the fabric of the lesson.
- It informs future planning and individual target setting.

## **b) Feedback**

Feedback is a two-way process and information given to the teacher by the children is as important as that to the children from the teacher. There are many strategies for gathering/giving feedback and they include:

- Questioning
- Mid-lesson learning stops
- Collaborative feedback
- Visualiser stops to review learning
- The use of individually created success criteria for closed skills to probe understanding and give feedback
- Teacher marking

## **Self-Marking**

Pupils should self-evaluate against success criteria, wherever possible. They can identify their own two successes and look for an improvement point e.g. 2 stars and a next step. Alternatively, children can use the same marking codes as the teacher to self-assess their learning.

## **Shared Marking**

- Share one pupil's work on the interactive whiteboard using a camera or other piece of technology e.g. visualiser. Model the marking processes and teach particular points at the same time.
- Show two pieces of work with the same title and discuss the differences e.g. a model of excellence and model to be improved (these are also used to put together a list of success criteria with the children).

## **Collaborative Feedback**

- Should be introduced when the Y1/2 teacher deems appropriate and should be developed and used regularly throughout KS2.
- Train the pupils on how to do it by modelling the process.
- Set ground rules:
  1. Both children read and discuss one of the pieces of work together. The child whose work it is has control of the pen and ultimate say.
  2. Together decide the best bits.
  3. Together decide the improvements that could be made and the author makes them there and then.
  4. Repeat with the other child's book.
- Pupils should alternatively point out what they like first, and then suggest ways to improve the piece, but only against the learning objective. A 2:1 success to improvement ratio should be followed to avoid over criticism.
- 2 stars and a next step can be suggested by their partner on a post it note but only the author of the work should write in their own book.
- Pairings will be talk partners.
- Encourage a dialogue between the pupils.

## **c) Teacher Marking**

There are different types of teacher marking:

- Acknowledgement comments about the successes which may or may not link to Success Criteria.
- Secretarial marking.
- Response and review marking – the teacher points out successes and an improvement point which is followed up the next day.

## Codes


Codes will be used to indicate the amount of scaffolding/ support given to a pupil while completing a piece of work.


I – independent work


S – supported

G – Guided Group

VF – verbal feedback (added whenever feedback is given during the lesson)

 – Did not meet the learning objective, will need more help.

 – Almost met the learning objective, might need to practise a bit more.

 – Understood what to do and met the learning objective.

☹ – Did not try hard at all and needs to put more effort in to learning.

☺ – Did not try as hard as they could.

😊 – Tried really hard.

**All codes should be written at the end of every child's piece of work.**

Pupils use the marking codes for self-assessment.

## Stickers

Small stickers are used in English books to denote the context of a piece of writing. This is important to know when moderating work.

- Blue sticker – cold write, unsupported, at least a week in advance of the start of the unit in order to inform planning and next steps.
- Orange/ Red sticker – hot write, independent, end of unit piece of work.

## Secretarial features

- Need not be marked against in every piece of work although non-negotiable basic skills should be expected in all work as should the correct use of subject specific vocabulary.
- When work is finished, ask pupils to look for improvements and put them right.

## Response and Review Marking

- Teachers should mark in green.
- Polishing and responding should be done in purple.
- For an extended piece of writing, use 2 \*'s and a next step (NS) to identify the successes and the area for improvement.

- The next step (NS) should be either:  
**A reminder** e.g. 'What else could you say here?'  
**A scaffold** e.g. 'What was the dog's tail doing?'  
**An example** e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes.'
- Teachers should tick and initial to show they have monitored the response. Some responses may need a further question or reminder to address any misconceptions.
- Team Points can be given for quality work and teachers should write 1TP.

#### **d) Expectations:**

- All pieces of work should be acknowledged either through teacher marking, peer marking or self-assessment.
- LSAs can mark work done by a group they are working with.
- Time must be given for pupils to respond to teacher's marking.
- Teacher's handwriting needs to be legible and cursive as a model for the child and comments should start next to the margin.
- Not every spelling needs to be corrected by the teacher, but persistent errors should be commented on and incorporated into the planning.
- Teachers should be conscious of checking the quality of peer and self-assessments made by children.
- As pupils are responding to marking, staff should take the opportunity to check that it is being done correctly, particularly with Maths.
- Cover/supply teachers need to initial and mark all work using the codes.
- Relevant elements of detailed marking will be introduced during the Foundation Stage, although it is expected that children will be given more oral feedback at this stage.
- Children with complex needs should receive feedback appropriate to their level of learning. In most cases this will be done verbally during the lesson. Work should be annotated by the adult working with them so that an accurate record of their learning is kept e.g. codes used to show levels of support, notes about scaffolding given or prompts supplied.

## **6. RECORD KEEPING**

- Foundation Stage Profile (EYFS E-Profile).
- December and end of year report to parents.
- Written feedback on pupils' work.
- Formal test scores including SATs, Optional SATs and NFER kept on S:Drive as an aid to target setting.
- Target Tracker is used to record all statements/ objectives achieved by each child. Their band and step progress can be monitored using this system.
- All data can be reported to LEA using Target Tracker.

## **7. SUMMATIVE TESTS**

Summative assessments of attainment in all core subjects occur regularly throughout the year.

Writing, Reading and Maths assessments are made during each half term. These assessments are fundamentally based on the teacher's assessment of the child against the national curriculum age related expectations but are also informed by summative assessments which occur half termly.

Summative assessment data in all core subjects is collated on Target Tracker and analysed each half term by the Assessment Coordinator. This analysis is subsequently shared with SMT and class teachers and influences future teaching and planning. It also allows the school to evaluate the achievement of specific pupil groups. Pupil progress meetings are used to identify any children who are not progressing at the expected rate.

The school uses a variety of different summative tests throughout the year which are designed to assess each child on their areas of strength and areas for development. These tests can be used to identify gaps in learning and assist in target setting and planning. A range of other tests are used by teachers and the Inclusion Manager for individual pupils or groups.

## **8. AGREEMENT TRIALLING / MODERATION**

Aim:

- To ensure consistency of step judgements between staff.
- To put steps into teachers' consciousness leading to a clearer notion of progression.
- To encourage dialogue between teachers where the focus is children's progress, often leading to key areas for development being highlighted during discussion.

We do this by:

- Using one or more Key Stage meeting per half term is allocated to moderation in English and Maths.
- Moderating writing across key stages throughout the year during team and staff meetings.
- Attending cluster moderation meetings each term to ensure consistency between other Wokingham schools.
- Reviewing Foundation Stage, KS1 and KS2 statutory data before it is submitted. Outcomes are reviewed by the Headteacher, Assessment coordinator, English and Maths subject leaders.
- SMT moderating data from all classes before reports are sent out to parents.

## **9. TRANSFER OF INFORMATION**

At the end of each academic year all records are passed to the next class teacher. A meeting will be arranged so that teachers can exchange information.

Final Summer 2 assessments will be made available on Target Tracker for the next class teacher. Statements for Reading, Writing and Maths will be up to date on Target Tracker so that the next teacher can continue to track progress and set new targets for that cohort of children.

### **CENTRALISED RECORDS**

Records for each pupil are kept in the schools centralised computer system SIMs. The SLT can access all records and class teachers have access to the children in their class. The system contains all essential data about pupils and is passed on to their next school on transfer via a Common Data Transfer.

Other records including the Record of Action Taken, SEN records and the Safeguarding log will be checked by the Headteacher or Inclusion Manager when a child leaves and any relevant information passed securely to the next school. (See Safeguarding Policy for further information).

## YELLOW FOLDERS

These folders contain individual information about children e.g. SEN info and individualised summative assessment papers / results e.g. Salford Reading.

## 10. REPORTING

- A mid-year (December) report to parents will outline the children's attainment against national expectation.
- In the Summer Term a written report is sent to parents that details progress and attainment in all subjects.
- The report is prepared to a common format.
- A copy is kept on the centralised data system.
- 2 parent's evenings per year are carried out. One in Autumn 1 and the other in Spring 2.

## 11. ROLES AND RESPONSIBILITIES

### Assessment Coordinator

- The Assessment Coordinator ensures that the Assessment Policy is up to date and regularly reviewed.
- They ensure that summative assessment takes place; data is then collected and recorded. They monitor assessment methods and procedures and make sure they are followed and used consistently. The Assessment Coordinator sets a timetable clearly showing events and deadlines associated with the assessment.
- The Assessment Coordinator informs staff of new developments and supports and trains colleagues as required. They support colleagues in identifying assessment opportunities and in using assessment information / data to inform teaching and learning.
- The Assessment Coordinator analyses data and reports their findings to the SMT, Governing Body and staff.
- They monitor the use of AfL techniques in classroom teaching and identify areas to support.
- Pupil progress meetings will be conducted by the Assessment Coordinator alongside other members of the SMT.

### Other Coordinators

- The Inclusion Manager uses assessment data to inform discussions with class teachers and to monitor progress against intervention programmes. Analysis of data is conducted to identify which groups are closing the gap with the rest of the cohort. Assessment data is also used to help maintain the SEN registers, for liaising with external agencies and for formal assessment/ statementing. *See also SEN Policies.*
- The English, Maths and Science Coordinators ensure that their subject's assessment procedures and tools are consistent with the Assessment Policy. They provide additional support and advice to staff as appropriate. They use assessment data to support evaluation and improvement in their subjects, producing their own analysis as required.



- Subject leaders of Foundation Subjects ensure that formative assessment methods and procedures are implemented effectively. They monitor planning and feedback to ensure assessment informs planning and teaching. They monitor levels of attainment / standards / rate of progress. *See also Subject Policies.*
- All subject leaders should collect examples of work to show clear progression throughout the school.

## **SMT**

- The Headteacher ensures that the school meets statutory requirements, including the setting of targets and data reporting. They share relevant information with the Assessment Coordinator.
- The SMT, consisting of the English and Maths Coordinators, Assessment Coordinator, Inclusion Manager, Deputy Head and Headteacher, meet regularly to analyse data, identify trends and to plan and take action to raise standards.

## **Class Teachers**

- Class teachers use assessment data to set specific learning objectives and success criteria, to set targets and to inform pupil feedback and progress reports to parents. They use summative data analysis and formative assessment to identify groups and individuals that require additional support or challenge.
- Class teachers carry out assessment tasks and make judgements as set out in the Assessment, Recording and Reporting Policy.
- They ensure that all relevant data is passed to the Assessment Coordinator when it is required for analysis.
- Class teachers use and develop a range of 'Assessment for Learning' techniques, including talking partners, self and peer marking, setting targets and success criteria. They should encourage children to take increasing responsibility for self-assessment.

## What is assessment for learning (AfL)?

**AfL has been defined as:**

*'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'.*

**AfL gets straight to the heart of good teaching by:**

- helping teachers support pupils to take the next steps in their learning;
- helping pupils support each other to take the next steps in their learning;
- helping pupils support themselves to take the next steps in their learning.

**AfL is founded upon the following 10 principles.**

**Assessment for Learning:**

**• is part of effective planning.**

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards targets. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the targets they are pursuing and the criteria that will be applied in assessing their work. How learners will take part in assessing their learning and how they will be helped to make further progress should also be planned.

**• focuses on how pupils learn.**

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of how they are learning as they are of the what.

**• is central to classroom practice.**

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgments are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

**• is a key professional skill.**

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyze and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

**• is sensitive and constructive.**

Teachers should be aware of the impact that comments and marks can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

- **fosters motivation.**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

- **promotes understanding of targets and criteria.**

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

- **helps learners know how to improve.**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work.

- **develops the capacity for self [and peer] assessment.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

- **recognises all educational achievement.**

Assessment for Learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

## Examples of AFL at Lambs Lane

- Use of 2 comparative examples to pull out success criteria for writing tasks
- Talk partners
- Lolly stick use to choose children to answer questions / share work
- Visualiser and scanner to show children's work on smart board
- 2 stars and a next step – class assessing peer's work
- Use of developed and agreed success criteria throughout lesson to focus learning and encourage successful work
- Separating objective and context – teaching a skill that can be used and applied in different areas of learning
- Questioning:
  - **Range of answers** - e.g. Which of these is aerobic? Darts, golf, swimming, walking, hang gliding
  - **Statement** e.g. Goldilocks was a burglar (Do you agree or disagree? Give reasons)
  - **Right and Wrong** e.g. Here is a picture of a healthy meal and an unhealthy meal. Why is this healthy and this unhealthy?
  - **Starting from the answer** e.g. Paper is a good material for tissues? Why?
  - **Opposing standpoint** e.g. The big bad wolf was lonely and just looking for a friend. Discuss.