

YSGOL GYNRADD



## **Assessment, Recording and Reporting Policy**

## **Ysgol Gynradd Albert Primary School Assessment, Recording and Reporting Policy**

*“Excellence in the classroom is not necessarily linked to major initiatives, but rather is found where work is carefully planned, inherently interesting and enjoyable, challenging in its expectations and, thoughtfully and helpfully assessed.”*

(Excellent Schools, A Vision for Wales in the 21st Century, Estyn, 2002, Page 28)

*“Good assessment practice must empower pupils to become active learners, taking responsibility for their own learning.”*

(Black and William 2002)

### **Assessment**

Assessment measures pupils' progress and in turn helps inform future teaching and learning. Assessment is a statutory part of the school's work and the implementation of the assessment policy is the responsibility of all staff. This policy will be reviewed annually.

#### Why assess?

- To find out if the children have achieved a particular target or learning intention, and to know where to take them to next (formative assessment).
- To provide a summary of what a cohort of children has achieved at a specific point in time, and to give comparative data (summative assessment).
- To identify any area of weakness that is preventing a child from learning, and the possible response to it to enable the child to access learning (diagnostic assessment).
- To give teachers feedback on their teaching and the learning opportunities they are providing for their class so that they can amend their planning (evaluative assessment).

#### At Albert Primary we aim to:

- Motivate learners and help them make progress
- Obtain feedback so that future activities can be properly matched to individual learners' needs
- Involve the learners in their self-assessment
- Track learners' achievements
- Inform planning at all levels
- Report progress and achievement to all stakeholders
- Improve the quality of learning and teaching
- Meet statutory requirements
- Identify, monitor and evaluate the effectiveness of the curriculum provided
- Inform transition during and between phases

#### Improving learning through assessment depends on 5 key factors:

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which have crucial influences on learning
- The need for pupils to be able to assess themselves and understand how to improve

## Assessment **of** learning

Assessment of Learning is also known as summative assessment and is carried out periodically e.g. end of a unit or year to judge how well a pupil is performing, probably reported in terms of grades, marks or levels, allows schools to track progress over time and compare performance with national trends and targets etc.

## Assessment **for** learning

*“Assessment for Learning is 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.”*

(Assessment Reform Group, 2002)

It is often also referred to as formative assessment.

## Effective Assessment for Learning (AfL)

- Involves sharing learning goals/intentions with learners
- Aims to help pupils know and recognise the standards they are aiming for, often through sharing and creating success criteria
- Involves pupils in self and peer assessment
- Provides feedback so that learners recognise their next steps and how to move on
- Involves both teachers and pupils reviewing, and reflecting on, assessment information
- Next steps for learning should be based on evidenced assessments and **not teachers' pre-conceived ideas**. This is in conjunction with the Growth Mindset philosophy:-

*“Create motivated learners who embrace challenge, learn from setbacks and know that they can ‘grow’ their intelligence.”*

## AfL at Albert Primary

Assessment **for** Learning is an essential part of classroom practice and involves both teachers and learners in reflection, dialogue and decision-making. At Albert Primary we aim to equip our children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment and as a result move their own learning forward.

We recognise that for effective learning to take place, learners need to understand what it is they are trying to achieve and want to achieve it.

On-going formative assessment – Assessment **For** Learning – lies at the heart of good learning and teaching. Through teacher assessments, an extensive knowledge of learners' strengths will be built up, as well as the areas that need further development, and this knowledge will help when planning for the next steps in pupils' learning.

Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by teachers, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached.

We understand AfL is the process of finding out **where** learners are within a learning continuum, identifying **where** they need to go and explaining **how** best to get there.

Learning intentions are shared with the pupils near the beginning of each lesson. The pupils then work with the teacher to identify Success Criteria for each learning intention. This strategy ensures that the child is focused on the purpose of the task, encourages pupil involvement and comment on their own learning and also keeps the teacher and child clear about the purpose of the lesson and their expectations.

Throughout the lesson the pupils have access to the success criteria in order to assess their learning against them as they go along.

A variety of AfL strategies and resources are used within lessons in order to check progress and involve the children in their learning process. These include:

### Questioning

- The use of effective/high quality questioning - Thoughtful questions  
Follow up answers with phrases – ‘why’? ‘can you explain....?’, ‘what makes you think that?’  
Develop enquiry skills – encourage children to ask their own questions ‘what would you like to find out about ....?’  
Use questions to establish prior knowledge – ‘what do you already know about...?’ ‘what do you want to know?’ ‘How will you find out ...?’  
Posing ‘big’, open questions and problem-solving tasks, allowing plenty of time for thinking or researching either as individuals or as groups. This can lead to a greater depth of understanding and therefore a higher level response. For example “How can we .....?”, “Why do you think.....?”, “How many ways can you think of to .....?”
- Thinking Time
- Talking Partners
- Think, Pair and Share
- Group responses
- No Hands Up  
All learners are expected to contribute, and all answers valued. The teacher decides when to use this strategy and may select anyone in the class to answer questions. Therefore all pupils need to frame an answer to the question in their head. We understand that there are times when children need to put their hands up and teachers will use the ‘No hands up’ strategy when appropriate.
- Lolly Sticks (used as a strategy for randomly choosing children to answer questions.)
- Whiteboards (group/individual)
- Q-Matrix strategies

### Self and Peer Assessment

- Thumbs up – Thumbs down
- AfL Fans (Children display the appropriate colour/symbol to show their perceived level of their understanding.)
- Traffic Light Cups (Children display the appropriate cup on top of the stack of three to show their perceived level of their understanding.)
- Reflection time (Metacognition)
- Talking Partners (e.g. share something new you have learnt/found easy/difficult/what you need to improve)
- Self/Peer marking (Using agreed success Criteria)

## Feedback

- Immediate feedback (what is good...how to improve)
- Bridging the Gap/Focused Marking (see Marking/Feedback Policy)
- **Time to respond** - When work has been distance-marked, allow learners time to read and then make one focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the learners. Responses should then be acknowledged by the teacher.
- Target setting

## Guidance on assessment Foundation Phase

### Baseline

From September 2015 the new Foundation Phase Profile baseline assessment will be carried out on all children starting Nursery or Reception. This must be completed during their first 6 weeks at the school. These assessments should not

Throughout the Foundation Phase, children starting in Nursery and Reception in from September 2015 will be assessed against the new outcomes in the new Foundation Phase Profile. Children in Y1 or Y2 in September 2015 will be assessed against the outcomes in the existing Foundation Phase Framework for Learning.

It is essential that practitioners in the Foundation Phase have a clear understanding of child development and the learning and developmental needs of all learners.

Through observing children in daily activities, practitioners will find out how the learners' skills are developing, what they are able to do and what support is needed to take the learning forward. Observation and assessment of the achievements of learners within the Foundation Phase's continuous, enhanced and focused provision across a range of contexts and over a period of time enables practitioners to:

- Get to know the individual learner and highlight his/her strengths, interests and developmental needs
- Inform learners of their achievements and next steps for their learning and development
- Inform colleagues, parents/carers of a learner's achievements and next steps for their learning and development
- Support transition throughout the Foundation Phase and between the Foundation Phase and Key Stage 2.

Within each Area of Learning, progress is measured against national standards based on six outcomes and in the new Foundation Phase Profile, also the Bronze, Silver and Gold outcomes for pre-24 months development. These outcomes describe the skills and range of performance that learners working within a particular outcome should characteristically demonstrate.

Based on their on-going observations throughout the Foundation Phase practitioners should, when deciding on a learner's level of attainment, judge which outcome best fits the learner's performance. Each outcome should be checked against the description for adjacent outcomes to ensure that the outcome awarded is the best fit to the learner's performance.

In order to arrive at a rounded judgement all practitioners should use a **range** of evidence **over time**. Practitioners should not record a best-fit outcome for a learner through one or two observations in the last term of the learner's time in the Foundation Phase.

## National curriculum Key Stage 2

The level descriptions in the National Curriculum Orders describe the type and range of performance that learners working at a particular level should characteristically demonstrate. In deciding on a learner's level of attainment at the end of the key stage, teachers should judge which description best fits the learner's performance. Each description should be considered in conjunction with the description for adjacent levels.

The aim is for a rounded judgement that:

- is based on knowledge of how the learner performs across a range of contexts and over a period of time
- takes into account the different strengths and areas for development of that learner's performance
- is checked against adjacent level descriptions to ensure that the level awarded is the closest match to the learner's performance in each attainment target or subject, as applicable.
- In order to arrive at a rounded judgement of a learner's performance in each attainment target/subject, teachers' judgements should be based on a range of work drawn from:
  - practical and oral work
  - written work completed in class
  - school-based assessments.

Teacher assessment should be based securely on the standards set out in the outcome/level descriptions. This understanding should be achieved through standardisation of examples of learners' work, and moderation of selected learner profiles, which reflect the range of attainment within the school/cluster group.

### Evidence of Assessment

#### Teacher Assessment

The assessment of pupil achievement is an on-going process whereby teachers can adjust their teaching to take account of the results of assessment. It is a process done 'with' the pupils, not 'to' them so that they are fully involved. Pupils can be assessed in a variety of settings and situations e.g., individual, group or as a whole class. Evidence of teacher assessment is found in samples of 'learning' such as video that are stored electronically, pupils' books, evaluation of short term planning, moderated pieces of work and **Incerts** records. (Incerts is an online tracking tool that enables teachers to record judgements based on pupils achievements. Teachers use Incerts to inform their planning and teaching.)

#### Standardisation

Staff at Albert Primary carry out internal standardisation for English, Mathematics, Science, which ensures a shared understanding of National Curriculum level descriptors. The subject leaders of these subjects compile a portfolio of work, which show examples of the National Curriculum levels and Foundation Phase outcomes.

#### Moderation

If the results of assessment are to be useful, teachers need to be sure that their judgements are useful and valid. Agreement of standards is an on-going task and moderation sessions are planned as part of staff meetings and training days where appropriate. Moderated work for core subjects is stored in moderation portfolios as a means of illustrating the school's agreed view on the standards of pupils achievement expected at different levels and outcomes.

Moderation takes place at the end of a key stage, where a 'best fit' judgement on an individual learner's level of attainment is made. These are moderated by the Year 2 and Year 6 teachers, the SMT, Deputy Headteacher and the Headteacher.

As part of our transition plan, core subject leaders meet in our cluster group to agree a shared understanding of standards in order to support and strengthen teacher assessment and Key Stage 2/3 links.

Guidance on best-fit judgements is provided in the DfES publication Making the most of assessment 7– 14.

### External Tests

Pupils from Year 2 to Year 6 sit the Welsh Government tests in May for Procedural Maths, Mathematical Reasoning and Reading. These tests are summative but are used by the school in a formative manner. The results are analysed by staff and are used to inform future planning and target specific intervention, e.g. Wave 3, Numicon Intervention etc. to where it is needed most, and so further improve pupils' achievement.... Where data shows that pupils are performing in the higher order additional support or appropriate differentiation is provided in order to meet their needs. The SMT monitor results to identify trends and patterns in data.

## **Recording**

Recording information about pupils' achievements and progress is an important part of the assessment process. It is the aim of the school to produce records which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning.

### **Target Setting**

Target setting is completed within the first 4 weeks of the Autumn term. Teachers set end of year and end of phase targets for; Reading, Writing, Overall English, Numeracy, Using and Applying Maths, Science and Welsh in KS2 and Reading, Writing, overall Language, Mathematical Development, Personal and Social Development and Welsh Development in Foundation Phase. Reception teachers will provide end of year targets only.

These targets will be uploaded onto Incerts.

Pupil achievement is monitored by teachers, the SMT and the head teacher in order to track pupil progress against their targets using the school's half-termly tracking matrix in conjunction with Incerts.

Throughout the year short term individual targets are set with the pupils (Teeny Tiny Targets in Foundation Phase). However, IEP targets will be the targets for pupils with additional learning needs.

### **Teacher Assessment**

Teacher Assessment takes place in all subjects including Welsh second language in all years, along with assessment of skills developed through the Literacy and Numeracy Framework. Individual progress is recorded on Incerts when the child has achieved a specific skill in a range of contexts

Incerts will be updated by the dates given in the calendar at the beginning of the academic year, before parent/carers evenings and before written reports for parent/carers' are produced. All

teachers must carry out a final assessment update on Incerts during the last 2 weeks of the Summer term

During the first four weeks of the Autumn term teachers check assessments recorded on Incerts for the children in their new class, especially for the core subjects and Welsh. Any concerns should be discussed immediately with the previous class teacher, and an agreement reached. Teachers are advised to record assessments on Incerts in the following ways:

- **as part of regular PPA**
- following a key task or unit of work in any subject
- during allocated staff meeting time, working alongside LSAs where appropriate
- regular planned inputs for foundation subjects as appropriate through topic teaching.

As part of the End of Year Report to Parents/Carers, the teacher sets “next step targets for each pupil in English, Maths, and Science in KS2 and Language, Literacy and Communication, Mathematical Development and Personal and Social Development in the Foundation Phase. These targets along with: reading records, Purple Files (containing individual pupil information and a record of any parent/carer consultation) IEP/IBPs etc. should be passed onto the next class teacher.

The following records will be kept:

- Reading records/Home Reading
- Spelling
- Phonics
- Big Maths Beat That
- Big Maths CLIC scores
- Big Write Criterion Scale Assessments
- IEPs
- IBPs
- Target setting
- Foundation Phase observation records (until information is transferred to Incerts)
- Pupil Tracking for curriculum subjects, areas of learning and LNF (Incerts)
- Intervention Records

Such records are used for:

- Informing the planning of future work
- Informing the next teacher/next school
- Identifying school and individual targets
- Reporting procedures;
- Informing the school of its strengths and areas for development.

#### Pupils' Books

Pupil books provide accessible information concerning the pupil's attainment, achievement and progress. They identify the pupils' strengths and areas for development and provide a planning tool for future action. They also provide a useful focus for dialogue with parents and other outside agencies.

## **Reporting**

Reporting whether verbal or written must be:

- Presented in a clear, straight forward language, free of jargon;
- A true picture of the pupil;
- As encouraging and constructive as possible;
- A summary of standards achieved and progress made, supported by evidence;
- To identify the pupil's strengths and areas for development and to provide information on how the child can move forward in his or her learning.

### **Parental Consultations**

These are held twice each academic year. The first in the Autumn term and the second in the Spring term. The parent/carer of the pupil is invited by the class teacher to discuss overall performance, attitude and behaviour. At other times, parents are welcome to request an appointment with the teacher or other member of staff, e.g. ALNCo, to discuss matters pertaining to their child.

### **Written reports**

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. Reference is made to personal, social and behavioural skills and attitudes and to the specific targets for the following year. We make reference to how effectively children use the skills of literacy and numeracy across the curriculum. At the end of KS2 parents are informed of the levels achieved by their child in Maths, English Science and Welsh second language, how school performance compares to national standards. At the end of the Foundation Phase parents are informed of the outcomes achieved by their children in LLC, MD and PSD. A letter explaining how to interpret the levels and outcomes is also sent to parents. This is a statutory reporting requirement.

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