

This document sets out to explain the place of Assessment in the school curriculum and the procedures to ensure that assessment takes place.

The document is for the information of all staff and governors. Assessment and the implementation of the Assessment policy are the responsibility of all teachers.

Our Aims and Values:

Chestnuts Primary School will help pupils develop into young people who are:

- Ambitious and Creative
- Responsible and Respectful
- Compassionate and Curious
- Resilient and Tolerant

We believe our pupils need these values in the classroom, the school and the wider world.

Chestnuts School Assessment/Record Keeping and Reporting Policy

Aims:

To include moderation as part of the assessment cycle so that staff come to a shared understanding of standards
To provide information on children's progress
To raise standards of attainment
To inform medium and short term planning
To contribute to the target setting process
To fulfil statutory requirements with regard to assessment and reporting
To be useful, manageable and informative

Objectives:

We believe that children should be involved in learning, receive effective feedback and feed forward, that rigorous systems should be continuously developed, high support for all will be provided and that expectations will be set by level descriptions. This is firmly embedded in our belief that consistency is central to the above.

Entitlement:

All children are entitled to have their progress monitored and measured against the National Curriculum in order to fulfil their learning potential, based on end of year baseline Teacher Assessments and test. We also believe in:-

Assessment for learning

- Children knowing what they are learning and why
- Opportunities to reflect upon learning and goals are provided
- Strategies for highlighting areas of difficulty are in place
- Assessment informs practice as part of the learning cycle
- All adults are clear about their roles

Assessment of learning

- Assessment of learning is not just testing
- Level descriptions are used in a best-fit holistic way
- Consistent judgements are made

Planning for Assessment

To facilitate the above, as a school we will: -

- Administer Teacher Assessment in Reading, Writing, Maths and Science for diagnostic purposes, in years 1 – 6 at the beginning of the autumn term and set formative targets.
- Repeat these tests at the end of spring term first half in Key stage one and Key stage two for Summative and Diagnostic purposes using papers.
- Administer formal SAT's tests in years 2 and 6, Scholastics Optional Tests in years 1,3,4 and 5.

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- Administer End of Unit Assessment in Science and Foundation Subjects
- Use a moderation file for the core subjects to assist teachers with moderating children's work
- Analyse Teacher Assessment and test data to inform future planning and targeting for individual and groups of children
- Indicate on weekly planning how support staff are being used
- Differentiate work to meet the needs of all children and ensure an appropriate degree of challenge. Differentiation may be by outcome, by resources provided, by the level of support given or by objective.
- The SENCO/EMAG meeting regularly with each class teacher for setting and reviewing IEP targets, which teachers make use of.
- Use the learning objectives from the medium term plans to facilitate assessment
- Use cohort tracking for target setting and analysis of progress [Teacher Assessment against attainment]
- Administer day-to-day formative assessment using a variety of strategies e.g. marking books, talking to children, observations, questioning, discussion and interaction etc
- Long and medium term plans show how the National Curriculum is covered over a fixed time span and assessment opportunities are identified. Short term plans show specific learning objectives. Day to day assessments are made against these objectives
- Targets will be set for individuals, groups and classes of children in English, Maths and Science in their books and as next steps.

Marking And Providing Feedback – See Marking Policy

- Prompt and regular marking as per our Marking Policy
- Spoken and written feedback is given
- Learning objectives are used as the criteria
- Children provide feedback to peers
- Clear pointers for future progress are highlighted
- Teaching is modified as a result of marking

Recording and Evidence

- Progress is recorded against key learning objectives
- Records are clear and help with report writing
- An agreed set of attainment information is collected

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- Subject portfolios are developed and used, with samples of levelled work to assist moderation of standards
- Teachers use a wide range of recording strategies; Diagnostic, Formative, Summative and Ipsative e.g.
- **Diagnostic:** Identify specific strengths and weaknesses of particular children **to inform** future teacher and learning

Formative: Provides information for everyday class, group and individual management. It tends to be informal and arises from observation, this can be recorded or not. It is assessment **for learning**

Summative: Is the summing up at the end of an activity, topic, term or Key Stage. It is usually formal and can be continuous assessment resulting in a verbal or written record or report. It is assessment **of learning**

Ipsative: Involves a comparison of past and current attainment of a particular child, irrespective of the attainment of others.

Reporting to parents & carers

- Annual reports will be sent in understandable language, with an opportunity to discuss matters during a parent's evening. Each report will identify current stage of attainment within the National Curriculum and expected stage by the end of the following term in the core subjects only. Children will be involved and contribute to the process. Progress will also be reported in relation to foundation subjects. Targets set are shared with parents/carers.

Transfer and transition

- Children's records will follow children promptly, from Foundation to KS1, KS1 to KS2 and KS2 to KS3.

Resources:

- Each teacher will have a class Assessment File. Each file will contain all relevant assessment information.

Monitoring

- The monitoring of Assessment and Record keeping systems is the responsibility of Subject Leaders and they should follow monitoring guidance within each policy document. The Senior Management Team will monitor the target setting process three times a year during their meetings. Analysis of data following either informal or formal assessment procedures will be made to identify areas of strengths and weakness. Phase Coordinators will play a key role in this process.

Annual Cycle of Assessment

- See Appendix p.10

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Using assessment information to monitor progress

- Information is used to pitch the curriculum
- Tracking occurs across the school
- Year on year trends are monitored
- Performance of specific groups of children is monitored, i.e. Higher Attaining, EAL, SEND, Girls and Boys
- National and local data is used effectively

Roles and Responsibilities

- See Appendix p.11

Timetable of Assessment and Record Keeping Requirements

- See Appendix p.7

National Curriculum Year group secure Outcomes

- See Appendix p.8

Equal Opportunities

- Promoting children's learning is the principle aim of schools. Assessment lies at the heart of this process. In ensuring equality of opportunity in learning, regular checks need to be made in monitoring and analyzing the performance of cohorts on gender and ethnic grounds to ensure no group is underachieving.

This policy needs to be read in conjunction with other school policies particularly:

- Foundation Stage Policy
- Marking
- Learning and Teaching policy
- SEND
- Our Vision

Review:

- The Assessment Leader will undertake a review of this policy in September 2018 or as legislation and guidance change. Implementation of the policy will be the responsibility of all staff. The Assessment Leader will assist with this through regular monitoring of plans, records, reports, SAT's results and target setting analysis etc.

APPENDICES

Chestnuts School Assessment/Record Keeping and Reporting Policy

Timetable Of Assessment And Record Keeping Requirements

Term	Year Group	Time [Approximately]
AUTUMN		
Nursery on ENTRY Assessment	NUR	Mid/late September
Reception on ENTRY Assessment	REC	Ongoing
Teacher Assessment	1-6	Mid/late September
End of Unit Assessments [Foundation]	1-6	Mid October
Rising Stars Assessments [Reading, Writing, Maths and Unit relevant Science]	1-6	Mid November
Write ISP's [liaising with SENCO]	ALL	September
Parents Evening	ALL	Mid October
Scholastics End of Unit Assessments [Foundation]	1-6	Late December
Autumn Assessment on target tracker or EYFS tracker	ALL	December
SPRING		
Nursery on ENTRY Assessment	NUR (new)	January
End of Unit Assessments [Foundation]	1-6	Late January
Review ISP's [liaising with SENCO]	ALL	Late February
Rising Stars Assessments [Reading, Writing, Maths and Unit relevant Science]	1-6	Late March
Mid Year reports home	ALL	Late March
Parents Evening	ALL	Late March
Spring Assessment on target tracker or EYFS tracker	ALL	March
SUMMER		
KS1 & 2 SAT's	2 & 6	Mid May/June
Scholastics Assessments [Reading, Writing, Maths]	1,3, 4, and 5	June
Phonics assessment	1	June
[Science - Unit Specific] Assessments	1,3, 4, and 5	June/July
Pupil End of Year Reports	ALL	July
Parent drop ins to discuss progress	ALL	July
Summer Assessment on target tracker or EYFS tracker	ALL	July
Handover data to next year group	ALL	July

NB: Copy to be placed at the front of Class Assessment Folder

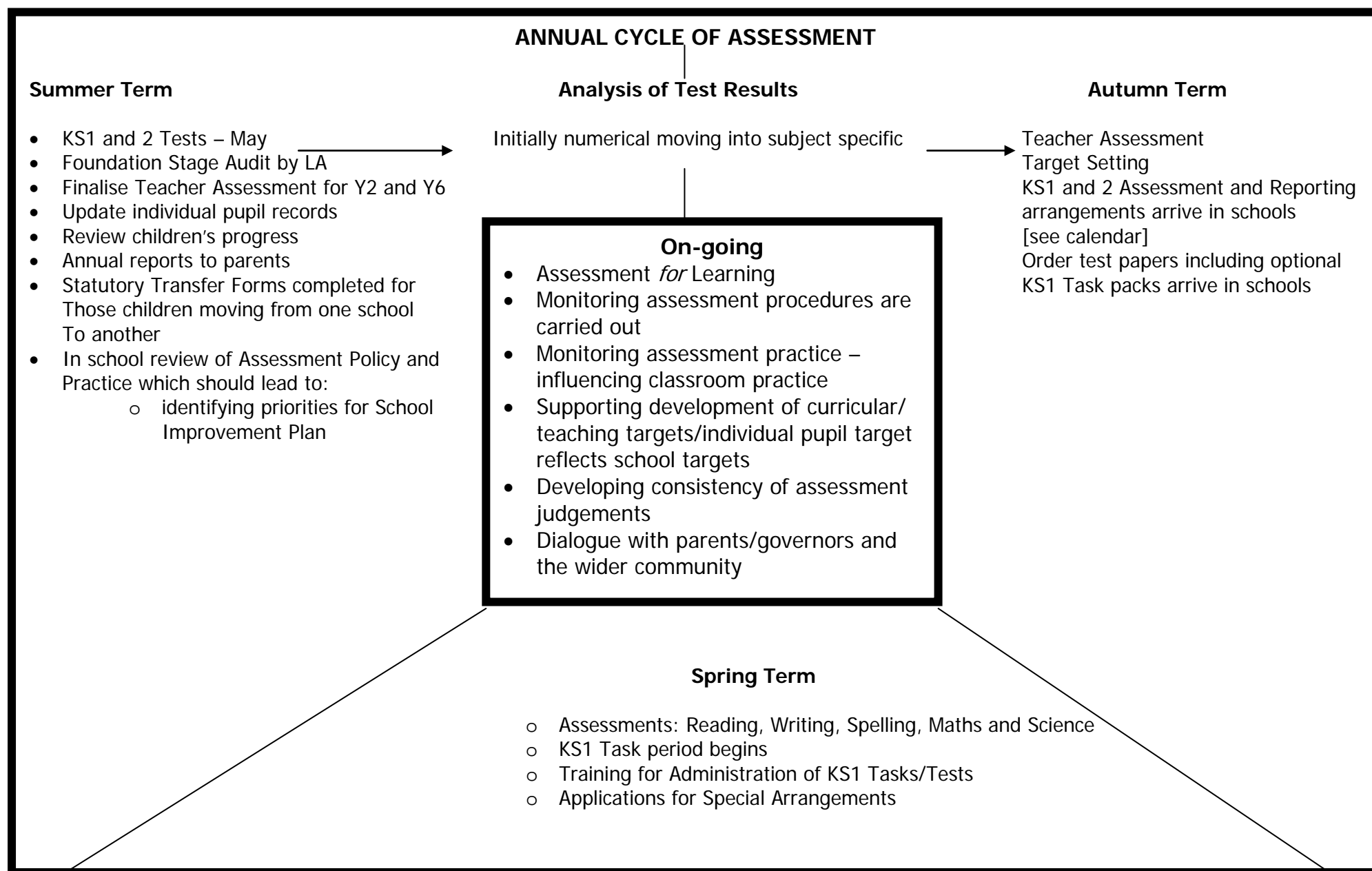
NATIONAL CURRICULUM YEAR GROUP SECURE LEVELS

[Based on national average expectations for average ability]

YEAR	STAGE
NUR	30-50 secure
REC	ELG
YEAR 1	1S
YEAR 2	2S
YEAR 3	3S
YEAR 4	4S
YEAR 5	5S
YEAR 6	6S

In order to encourage and enable children to move through key stage 2 with progression and increased attainment the above target levels have been determined.

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ROLES AND RESPONSIBILITIES

<p style="text-align: center;">CLASS TEACHER</p> <p>Clear planning and learning objective shared with children Uses assessment information to inform planning On going assessment Feedback to children – dialogue/written comments Reports to parents – child progress, attainment, next steps Set individual targets for improvement in books Carries out school based and/or national statutory tests/tasks Record significant progress on TT Uses agreed range of assessment methods and techniques to gather and use information in line with school policies Ensures information is transferred to next teacher/school Identify children in need of support. Liaise with SENCO [ISP] Elicit children's views on assessment/their experience.</p>	<p style="text-align: center;">SENCO</p> <p>Close liaison with class teacher/assessment leader Monitors progress against ISPs Maintains register Specific assessment tasks – diagnostic instruments Liaising with external agencies Formal assessment for statementing</p>	<p style="text-align: center;">ASSESSMENT LEADER</p> <p>Ensures:</p> <ul style="list-style-type: none"> - policies are up to date and regularly reviewed and used/complement other policies - disseminates information - support and train colleagues <p>Generate action plan in line with SDP Link with other Leaders and senior managers to ensure coherence Ensures statutory resources are in place Methods and procedures are clear to all Leaders, are followed and used consistently Sets timetable clearly describing range of events associated with assessment cycle Determine means of agreeing standards throughout school [liaise with subject Leader] Provides staff development opportunities – informs staff of new developments Support colleagues in identifying assessment opportunities and in using assessment information/data Collate assessment data – End of Key Stage tests, Optional tests etc to inform setting of school targets Ensures portfolios are generated and standards agreed Rationalise assessment systems to ensure manageability and avoid autocratic burden</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">ASSESSMENT</p>		
	<p style="text-align: center;">HEADTEACHER</p> <p>Ensures: -</p> <ul style="list-style-type: none"> • school meets statutory requirements • agrees statutory targets [whole school level] • disseminates information to assessment leader • reviews implementation of assessment • monitors and analyses data for trends • determines priorities in SDP • monitors quality of procedures • defines role and limitations of Leaders • communicates any specific staff development issues • reports to parents, governors on standards and quality 	<p style="text-align: center;">SUBJECT LEADERS</p> <p>Ensure curricular schemes of work and learning objectives are clear Ensure methods and procedures are implemented effectively Monitor plans to ensure assessment informs planning Monitors levels of attainment/standards Uses data to make changes to the curriculum interpret, analyse to set targets Reports to SLT Generate portfolios of standards</p>