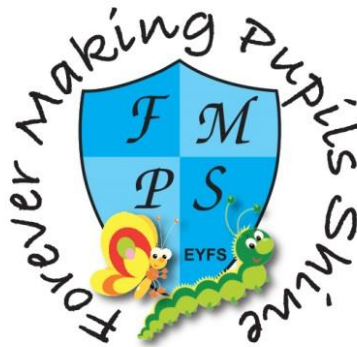


Framwellgate Moor Primary School



Policy & Guidance for Assessment, Recording and Reporting 2023- 2024

POLICY & GUIDANCE FOR SUMMATIVE AND FORMATIVE ASSESSMENT

Why Assess?

At Framwellgate Moor Primary School the key purpose of assessment is to move children on in their learning. Continuous monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents and pupils to show progress and areas for development and involve them in the learning process
- Other teachers to help them plan and gain informed views
- Outside agencies to provide evidence of attainment
- Special Needs Coordinator to provide evidence of attainment

Framwellgate Moor Primary School uses Assessment for Learning as a tool for continual improvement by:

Sharing learning objectives with pupils

- Share learning objectives and outcomes at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.
- Use these objectives as the basis for questioning and feedback during a lesson eg. ask pupils to explain what they are trying to learn and why.
- Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.

Helping pupils to know and recognize the standards they are aiming for

- Show pupils' work that has met criteria, with explanations of why.
- Give pupils clear success criteria related to the learning objectives.
- Model success by providing examples of previous work.
- Ensure that there are clear, shared expectations about the presentation of work.
- Provide displays of pupils' work, which show work in progress as well as finished product.
- Tease out through discussion what is good about work presented.

Involving pupils in peer and self assessment

- Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.
- Provide planned opportunities for pupils to work/discuss together, focusing upon how to improve.
- Provide training to pupils on how to assess each others work.
- Ask pupils to explain the steps in their thinking: 'How did you get that answer?'
- Give time for pupils to reflect upon their learning.

Providing feedback which leads to pupils recognizing their next steps and how to take them

- Value oral as well as written feedback.
- Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.
- Provide time for pupils to reflect on written feedback and respond to it during a lesson

Promoting confidence that every pupil can improve

- Identify small steps to enable pupils to see their progress, thus every pupil can improve building confidence and self-esteem.

- Encourage pupils to explain their thinking and reasoning within a secure classroom ethos
- Match learning objectives to individual needs by pitching questions at a level appropriate to individual needs

Involving both teacher and pupil in reviewing and reflecting on assessment information

- Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation.
- Choose tasks to provide quality assessment information (emphasis on process, not just the correct answer).
- Use data and level descriptors with pupils to identify where they are at and what they need to do to reach the next level.
- Help pupils to set and assess their progress towards their targets.
- Provide time for pupils to reflect upon what they have learned and to identify where they still have difficulties.

At Framwellgate Moor Primary School we use Summative Assessments to aid recording and reviewing of progress and as a means of target tracking

Planning Assessments

At Framwellgate Moor Primary School we feel it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do
- How children can improve their performance

How do we plan?

Our curriculum plans follow Durham LEA, DfE's National Strategy planning and Programmes of Study from the National Curriculum.

In September 2006, we began our own Skills Based planning enabling a creative and enquiry led curriculum. This incorporates the Enjoyment & Excellence Curriculum and the 'Every Child Matters' documentation.

We work in teams: Foundation Stage, Year 1 and 2, Year 3 and 4, Year 5 and 6. Therefore we have a 2 year rolling programme to ensure all Programmes of Study are taught. The subject co-ordinators will analyse the planning and feedback to staff for further developments.

Our Skills based planning is completed termly or half-termly using: Programmes of Study from NC, NNS, NLS and Durham Guidance for ICT, PE and RE. Planning is completed in greater detail; identifying skills, key questions and understanding and expected outcomes.

A copy of these plans is given to the Head teacher.

Short-term plans are completed each week for Literacy and Numeracy whereas the Skills Based planning is used, highlighted and amended where appropriate as an ongoing process.

The whole staff work as a team to review assessment issues and procedures which operate at Framwellgate Moor Primary School.

Assessment for Learning opportunities are included in the Skills Based Plans and these form the next stage of teaching and learning.

Assessment of Learning opportunities are highlighted each term and assess all pupils. These might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

Our planning identifies:

- What the assessment is
- Who it is for (individual, group, class)
- What evidence will be collected

Teaching Strategies and Learning Opportunities

At Framwellgate Moor Primary School we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences which accommodate a variety of learning and teaching styles.

Within each class activities are provided which require different groupings of children (that is in pairs, groups, individual or whole class).

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At Framwellgate Moor Primary School we actively involve children in as wide a range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals
-

Keeping Evidence

Evidence is kept in the form of:

- EYFS Profile records
- Assessment Manager – ICT programme with individual/class information
- Skills based planning
- Foundation profile
- Early Learning Goals for Foundation Stage – observations & post it notes
- AFL – Foundation Stage focussed activities
- Children's books – Reception to Y6
- Teachers' notes of observations
- Foundation Stage – photo records
- Test results Keystage 1 and 2 SATS (Statutory and optional)
- Self-assessments

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

At Framwellgate Moor Primary School we believe that Assessment for Learning is a powerful way of raising standards, where both teachers and pupils are both clear about the purpose of the learning and the expected outcomes and a way of ensuring pupils know what to do next.

Learning Cycle

The Learning Cycle explains how staff will assess using Assessment for Learning on a daily basis. When Assessment for learning is working pupils will:

- Be involved in and responsible for their own learning

- Expect to know what they are learning why they are learning it and how they will be expected to do the learning
- Be able to explain what they are learning and talk about what a successful outcome will look like
- Spend most of the lesson actively thinking about their learning
- Use feedback from a peer or teacher to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers
- Ask and answer questions about what they are learning
- Identify an aspect of their work that could become a personal or group target
- Think, learn and talk about how they learn and what helps them to learn
- Identify aspects of their work that they find easy or difficult

When Assessment for Learning is working teachers will:

- Promote a classroom ethos that values pupils' views
- Involve the pupils at all stages in decisions about their learning
- Gather information about progress by using a variety of assessment techniques to suit the nature of learning e.g. observation discussion questioning diagnosis marking testing
- Find out what pupils already know before starting a new topic and make links between prior learning and new learning
- Frame clear objectives
- Share learning objectives and make clear criteria for success and what will make good quality work
- Enable pupils to know what they are learning and how it fits into the bigger picture
- Differentiate planning and teaching in response to pupils learning needs
- Recognise that mistakes are an important part of learning and an opportunity to take learning further, encourage risk taking
- Plan for and ask quality questions which will develop and extend learning
- Develop peer and self assessment; by modelling, allowing risks to be taken and developing skills
- Use effective marking and feedback by; relating feedback to success criteria, giving next steps, scrutinising pupils work, changing planning.
- Use the potential of all assessment opportunities, including tests to move the pupils learning on
- Use national test analysis to identify strengths and areas of weakness.

Setting targets

General group targets will be set at least, after each half termly assessment.

- Target statements for writing will be taken from the NLS layered targets for each year group.
- Group reading targets will be taken from the Rigby reading scheme and link with the appropriate texts.
- In Numeracy and Literacy the children will have their group target displayed on their group table as a reminder and focus for their work.
- Foundation stage will use the 'stepping stones' descriptors as targets for development in all subject areas. Staff use post it notes when pupils have been observed achieving the statements. YR will begin to use mathematics, writing and reading targets when appropriate.

Formative Assessment

When assessment activities provide information and the evidence is used to adapt teaching in order to meet the learning needs, such assessment becomes formative assessment.

At Framwellgate Moor Primary School, all teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments
- Foundation Stage Flying Start 2 Baseline Assessments upon entry to Nursery and Reception then ongoing throughout the year.

Through:

- Observation
- Discussion
- Hard evidence

Diagnostic Assessment

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children.

This is done through:

- Individual programmes of work
- Checklists

- Specific activities/tasks

These can be linked with support agencies through the SEN Coordinator.

Summative Assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Termly assessments for curricular records
- End of Key Stage results – SATS
- Progress reports: Autumn and Spring
- Annual written report to parents: Summer

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, year groups.

Evaluations are carried out weekly through our short-term planning sheets and topic evaluations at the end of each term or half-term. This information helps each teacher plan the next stage forward.

Ways of Assessing

Teachers at Framwellgate Moor Primary School assess in a variety of ways. These are:

- Observation
- Speaking and listening
- Hard evidence – teacher/child work, test/task

Methods of Assessment

In our school the methods of assessment are:

- EYFS Profile Assessments upon entry and exit to Nursery and Reception
- Teacher Assessment Year 1
- Key Stage 1 SATS
These are undertaken by Year 2 children in May. They assess English, Maths and Science
- Key Stage 2 SATS
These are undertaken by Year 6 children in May. They assess English, Maths and Science

- Key Stage 2 Interim SATs (Y3 – Y5)
 - Salford Reading Test
- These are undertaken by children on the special needs register to monitor individual progress and completed by Learning Support Teacher

Recording

Why record?

Recording needs to be ongoing, manageable and useful, not just completed to be handed in.

At Framwellgate Moor Primary School the purpose of recording is to:

- Help teachers monitor children's progress – many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children.
- Document evidence
- Inform planning. This should include:
 - What the child is to do next
 - Future planning for the next teacher
 - Other schools
 - Parents
 - Child
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - LEA
 - Government
- Provide a summary for discussion, and informs verbal and written reports

What should we record?

At Framwellgate Moor Primary School we record:

- Children's progress in all National Curriculum subjects and RE – these are recorded in the children's Curriculum Records kept in Assessment Manager.
- Strengths and weaknesses – appropriate comments are made on curricular records
- Qualities, skills, achievements and interests – personal targets written comments end of year record of achievement
- Individual needs are identified through individual assessments – IEPs

Records are kept of:

- Help and support needed
- Identification of SEN
- Individual programmes of work

What records are kept?

Target tracking
Home/Reading Records
Records of Achievement
IEPs
Short-term plans
Skills based plans
Early years focused evaluations
Individual notebooks
Phonic records
Number recognition
Shape recognition
Initial key words
Sight vocabulary
Test results (spelling, mental, tables etc)
SAT results

When?

End of each term
Weekly
Annually
Termly
Weekly
Termly
Weekly
Daily
As appropriate
As appropriate
As appropriate
As appropriate
As appropriate
Weekly
Yearly

Records of Achievement

Each child completes a Record of Achievement at the end of each academic year. This forms part of their end of year annual report.

Tracking Process

All children are tracked throughout each academic year and across school life from entry to leaving. Teacher Assessments are recorded each term with a target level to achieve the following term. If a pupil has not met the predicted target, these records alert staff immediately and intervention programmes and support, where necessary, can be given.

Reporting

Written Reports

The report format provides opportunities for comments by:

- Child
- Class teacher
- Parent
- Head teacher

Our reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are written in the summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher.

Home/reading records provide a two-way communication about each child's progress in reading.

Individual notebooks are occasionally provided for some children so that general information about achievements, behaviour etc can be shared on a regular basis as appropriate.

Termly reports are given to parents indicating performance in achievement effort and behaviour. There is a comment box for parents if so required.

Verbal

Parents' Evenings are held in the autumn and spring terms. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings. During the summer term parents are offered the opportunity to discuss the end of year report.

Personal contact with parents on a more regular basis can be arranged before and after school. This will vary according to concerns.

Workshops are provided covering various areas of curriculum and school life, reading, starting school etc.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Framwellgate Moor Primary School in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Between staff

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

Last review date: July 2023

To be reviewed: July 2024