

Curriculum Policy for Assessment, Recording & Reporting

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning committee



Rationale

Promoting children's learning is the principal aim of Hatherleigh Community Primary School. Assessment lies at the heart of this process because good assessment enables us to discover the levels of our children's knowledge skills and understanding. Assessment is integral to the learning and teaching process. It is part of the interaction between teachers, children and parents.

Assessment focuses our attention towards what has been learnt rather than taught. The knowledge gained from assessment informs future planning to allow the needs of each child to be met. It also allows children to become aware of their own achievements and helps increase self-motivation.

Purpose

The school aims

- To identify the learning needs of each child: intellectual, moral, social and cultural.
- To increasingly involve pupils in reflecting on their own learning.
- To develop a common understanding of agreed assessment criteria.
- To provide information on what has been achieved and what remains to be achieved for pupils, parents, other teachers and outside agencies.
- To use assessment to inform planning and learning in classrooms.
- To use assessment to inform the staff and governors when considering whole school achievement and improvement.
- To involve staff, pupils and parents as partners in the assessment process.

Planning Assessment Opportunities

It is important that we plan assessment opportunities to ascertain;

- What children know/have remembered
- The skills they have acquired, what they can do
- The concepts they understand.

We need to plan opportunities for children to demonstrate their learning and opportunities for staff to respond to this.

Medium Term Plans

As teachers cover the curriculum, they will plan opportunities for assessment. Some activities in Reading, Writing and Maths are on-going and assessments can be continuous. Others, for example aspects of History and Science, will only be visited at a particular time and must be assessed at the time of teaching.

Short Term Plans

Short term planning/teaching sequences enable the teacher to

- Deliver the planned learning activities.
- Plan the assessment.
- Evaluate previous work and ensure continuity of learning.

Adaptive teaching

An awareness of individual achievement inevitably leads to the need to plan for different levels of need. Adaptive teaching can be achieved through a range of strategies. They include:

- Adaption by task - different groups being given different activities.
- Adjusting activities to suit individuals or groups in the light of their response at the time.
- Targeting specific resource material to individuals or groups.
- Targeting teacher and teaching assistant support to those seen as most in need of it.
- Varying the intensity as well as the amount of teacher support offered.
- Targeting certain questions (more or less challenging) to individual children.
- Accepting different responses from different children.
- Adaption by pace - some children get through more activities in a certain time.
- Children choosing the level of difficulty of a task themselves.
- Different ways of recording pupils' learning - word processing, audio recording, photographs.
- Activities which give the children the opportunity to use their own ideas for organisation, presentation and/or content of the activity.

Teacher assessments

Teachers conduct assessments in a variety of ways including observing, listening, questioning, marking, setting tests and completing assessment tasks, both formal and informal. In these, and many other ways, teachers build up knowledge about individual children and what they are achieving.

Recording

Staff keep records as material evidence to support assessment judgements. (Though not all judgements require evidence.)

A range of records are kept in the form of:

- Early Years Foundation Stage Profile and baseline assessment in Foundation.
- Early years learning records.
- Reading diaries/learning journals.
- Teacher observation notes /mark books.
- Checklists e.g. NLS word lists and Letters and Sounds lists.
- Book band and phonics tracking records in EYFS and KS1.
- Electronic Curriculum tracking
- Standardised tests.
- Children's books and files.
- Target children on weekly planning.
- Pupil involvement in the assessment process.

All these different forms of evidence inform and combine with each teacher's professional judgements to form a final assessment of each child, identifying their required next steps.

Explicit learning intentions are planned for and these are shared with the pupils. The pupils are helped to know and recognise the standards that they are aiming for. Involving children in self-assessment and peer assessment encourages them to evaluate their own work and achievements, recognise the next steps and to take responsibility for their own learning.

Evaluation

Assessments also help in evaluating curriculum provision and educational initiatives. Evaluations of the previous week's teaching are used to inform the next week's planning.

Reporting

Tracking and recording

Pupils are tracked from Early Years Foundation Stage using the EYFS framework to Y6 using yearly non-statutory test results and teacher assessments in Reading, Writing, and Maths. Periodic assessments are added to these tracking sheets throughout the year.

Test and Teacher assessment are recorded using Aspire FFT tracker. Achievement of objectives in Reading, Writing and Maths is recorded using National Curriculum objective tracking sheets.

A child not making expected progress is identified through termly pupil progress meetings and appropriate support or intervention is put in place.

Teachers are responsible for their class data, overseen by the Curriculum subject lead, the Assessment Coordinator and Headteacher.

Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile covers three prime and four specific areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development being the prime areas. The four specific areas are Literacy; to include reading and writing, Mathematics, Expressive Arts and Design and Understanding the World. Throughout the Foundation Stage, as part of the learning and teaching process, teachers and teaching assistants assess each child's development in relation to the Early Years Foundation Stage Early Learning Goals. They look for characteristics of effective learning, observing the children's ability to be active learners, being able to create and think critically and ensuring they are playing and exploring. Assessments are made through observations and knowledge of the whole child and are recorded in the child's individual learning journey and EYFS records.

Reporting to Parents

Reports provide another source of communication for parents, children and other schools, about the results of assessment and significant achievement.

Formal parent meetings take place in the Autumn and Spring Term which give verbal information about the child's attainment, progress and wellbeing. Parents are able to request a parent meeting during the summer term following the annual report. Informal meetings take place between parents and teachers throughout the year as the need arises, instigated by either parties.

A detailed written report is produced each year in the Summer term. The report covers the following areas:

- Attitude towards learning, contributions and achievements.
- Attainment and effort in all Curriculum subjects including EYFS framework for Reception pupils.
- Next steps in learning.
- Attendance figures.
- Arrangements for discussing the report with the class teacher.
- Information on performance at the end of each Key Stage, compared with other children in the school and nationally, Y1 Phonics screening data, Y4 Multiplication check data

The guiding principles of report writing are that

- Parents are very clear about how their child is progressing in all areas of school life.
- They record what a child has learned, not just what has been taught.
- Highlight positive achievement and progress made since the last report.
- Identify areas requiring particular effort and future targets.
- Are written with the reader in mind, are succinct and jargon-free.
- Help motivate the child for the coming year.

Parents

Parents and carers are recognised as extremely important partners in a child's education so informative channels of communication are essential. Parents are welcome to make appointments with the class teachers and the Headteacher to discuss progress at any time. Equally the school contacts parents to discuss concerns whenever the need arises. Parents are invited to SEN reviews termly to discuss pupil's progress and target setting.

In the EYFS parents are encouraged to complete 'wow' sheets to celebrate pupil's achievements at home.

Parent Meetings

Parents can request to see teachers and vice versa at any time during the year. In December and March all parents are invited to a meeting to discuss the child's progress and to discuss targets set for future learning.

Transfer of Information

At the end of the school year, information is passed on to the next teacher to ensure continuity. Much information is passed on verbally.

Written records include

- End of year report.
- Test and Teacher assessment data - available to all teachers via FFT tracker.
- EYFS profile results against the Early Learning Goals.
- Reading records, book band and phonics tracking.
- Details of additional needs and key vulnerable group information.
- SEND information including needs and interventions/support.
- Analysis of end of year data to inform future planning

Next School

When children transfer to secondary education or another school the school passes on the following information:

- Most recent school report.
- Attainment and progress data - Test and Teacher assessment.
- Any appropriate individual information including key vulnerable group information and social, emotional and wellbeing needs.
- SEND information including interventions/support.
- Safeguarding and child protection information.
- CPOMS records.

Parents may be given examples of children's work to keep. Records are automatically sent to the receiving school using secure transfer.