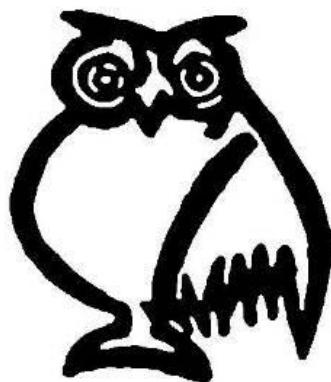


Danbury Park Community Primary School



Assessment, Recording and Reporting Policy

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Be wise, be happy, belong



Danbury Park Community Primary School Assessment, Recording and Reporting Policy

1. Introduction

- 1.1. At Danbury Park School we believe that effective assessment provides information to improve teaching and learning.
- 1.2. There are two distinct types of assessment:
 - Assessment **for** Learning (formative) which helps to identify the next steps needed to make progress and takes account of the pupils' strengths and weaknesses and
 - Assessment **of** Learning (summative) which based on identifying what has been learnt and levels of attainment.
- 1.3. Assessment is used to inform future planning so that work can be matched to the individual needs of the pupils. This ensures that pupils are supported in their learning where necessary and equally important are also challenged by the tasks set.
- 1.4. Assessment provides important information, which is shared between the school and parents. Parents and carers are given regular reports on their child's progress so that teachers, children and parents/carers are all working together to raise standards for all our children.
- 1.5. This policy should be read in conjunction with the Teaching and Learning Policy and the Marking and Presentation of Work Policy.

2. Aims

- 2.1. At Danbury Park School the aims of assessment are:
 - to enable the pupils to demonstrate what they know, understand and can do in their work;
 - to help them understand what they need to do to improve their learning;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents and carers that enables them to support their child's learning;
 - to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school;
 - to raise the achievement of all pupils.

3. Consistency

- 3.1. The Early Years Foundation Stage Framework and the National Curriculum are used to identify each child's level of attainment.
- 3.2. Teachers use the national exemplification materials to make judgements about the levels of the children's work. All teachers discuss these levels, so that there is a common understanding of the expectations in each subject. Regular moderation exercises take place to ensure consistency in marking and expectations throughout the school. By doing this we ensure that we make consistent judgements about standards in the school.



4. Feedback to pupils

- 4.1. At the beginning of each lesson the learning objectives are shared with pupils both orally and visually. The practical application of this learning is also made clear. The pupils are made aware of the success criteria and the teacher's expectations both in terms of quantity and quality. Feedback relates directly to the learning objectives and the success criteria.
- 4.2. Pupils are given regular feedback on their learning so that they understand how well they have achieved the learning objective of the lessons, how they can improve their work and achieve the next step in their learning. There is an agreed policy to ensure that marking is carried out in a consistent way.
- 4.3. Pupils are given oral feedback on their work whenever possible. This is usually done during the lesson. Pupils are sometimes given time to reflect on a piece of work as part of the planned lesson and are then expected to review and improve their work in light of this. Sometimes feedback is given on a particular lesson at the beginning of the next one.
- 4.4. When lesson time does not allow for oral feedback, comments are written on the children's work during marking. Written comments are given to children of all ages. Whilst comments are aimed predominantly at the children, occasionally they are used to communicate something that is useful to both parents and teachers.
- 4.5. Written feedback is related directly to the learning objective for the lesson and identifies clearly where the objectives have been met. It also identifies an area, which should be improved or developed, and the pupils are asked to respond to this comment or question.
- 4.6. The pupils are encouraged to self-assess and make comments about their own work as well as the work of fellow pupils. Older pupils are taught how to be the first markers of some pieces of work.
- 4.7. Time is allowed either during the day or at the beginning of each lesson for the children to absorb any comments written on their work.

5. Planning for Assessment

- 5.1. Teaching is planned using long, medium and short term plans. The long term plans give a summary of what is to be taught to each year group. In medium and short term plans opportunities for assessment are identified within each broad unit of work.
- 5.2. Lessons are planned with clear learning objectives and these are based upon an initial assessment of the pupils' attainment so far and identification of the next step in learning.
- 5.3. Each lesson is based upon the teacher's detailed knowledge of individual pupils and we aim to ensure that all tasks set are appropriate to each child's level of ability. Differentiation is recorded in our short term plans to show how some children will be supported and more able children challenged.
- 5.4. Short term plans make clear the expected outcomes for each lesson. Lessons are evaluated so that those individual children who do not achieve the expected level for the lesson or who significantly exceed the expected level are identified. This information is then used to inform planning for the next lesson.
- 5.5. Assessments from units of work are used to inform the end of year pupil reports.



6. Assessment Strategies

- 6.1. A variety of assessment strategies are used and these include:
- Marking and feedback;
 - Observations of pupils working under adult direction;
 - Observations of pupils working dependently;
 - Quizzes;
 - Teacher-pupil conferences;
 - Formal tests.

7. Summative Assessments

- 7.1. The purpose of these assessments is to provide screening and diagnostic information on pupil learning.
- 7.2. Summative assessments of learning are carried out throughout each term and pupils are assessed against National Curriculum level descriptors and against the Early Years Foundation Stage Profile.
- 7.3. Results from these assessments are collated and recorded by teachers on individual pupils' record sheets, spread sheets and Target Tracker in December, March and June. This information is analysed by the Headteacher, the Senior Leadership Team as well as subject leaders and is used to track pupil progress, to set targets and to identify areas of strength and weakness.
- 7.4. Annually, pupils in Year 2 and Year 6 sit the statutory end of Key Stage tests. Pupils in Years 1, 3, 4 and 5 also sit formal tests and assessments tasks. These tests and tasks give an indicator of the pupils' attainment against age related expectations. These are used to support teachers' overall judgements of attainment.
- 7.5. At the Foundation Stage, pupils are assessed according to the Early Years Foundation Stage Framework and early learning goals. Initial assessments take place during the first three weeks of the pupil starting school. Early Years Foundation Stage Profile assessments take place throughout the year and are collated at the end of the Reception year.

8. Target setting

- 8.1. Information from assessment is used to set targets for individual pupils, cohorts and the whole school as part of our strategy for raising achievement.
- 8.2. For further information, see the Target Setting Policy.

9. Recording

- 9.1. At Danbury Park School we recognise various methods of recording a child's learning.
- 9.2. As part of the on-going assessment, teachers keep a variety of records of attainment. These include portfolios of pupils' work, spread sheets and mark books.
- 9.3. Summative assessments of pupils' achievements are formally recorded at the end of each academic year using Target Tracker.



9.4. Throughout their time at Danbury Park School each pupil adds to a personal Record of Achievement. This document contains the pupil's responses to educational visits, enhancement activities and special events. The responses are entered unmounted and uncorrected to reflect the pupil's ability at that time. The Record is given to the pupil on leaving the school.

10. Reporting to Parents and Carers

10.1. Information regarding what is to be taught in each class in each term is provided to parents and carers at the beginning of each term so that they are able to support their children at home.

10.2. Parents are fully informed of their child's progress during the academic year. Parents are invited to attend a formal meeting by appointment with their child's class teacher during the autumn and spring terms.

10.3. During the summer term, all parents are given a written report of their child's progress and achievements during the year. In this report target areas for the next school year are also identified. Individual comments on all subjects of the National Curriculum and on Religious Education are recorded. In this written report the pupils are invited to offer their own evaluation of their performance during the year. Space is also included for parental feedback. In reports for pupils in Year 2 and Year 6 details of the standards achieved in the national teacher assessments and tests are recorded alongside comparative information as advised by the DfE. Following the annual report for each child, parents are invited to meet with the teacher if they so wish.

10.4. At the end of the Reception year parents are provided with a detailed report about their child's attainment against the Early Years Foundation Stage Framework criteria. More information is available in our Early Years Foundation Stage Policy. Parents are invited to discuss this report with the teacher in the summer term.

10.5. Parents are encouraged to contact the school at any time during the academic year if they have concerns about, or would simply like to discuss, any aspect of their child's work. Either the Headteacher or the class teacher will be happy to make an appointment to discuss issues raised by parents.

11. Roles and Responsibilities

11.1. The Headteacher is responsible for:

- ensuring that statutory regulations are adhered to in respect of end of key stage tests and statutory assessments;
- ensuring that assessment is used to track the progress of pupils throughout the school;
- using assessment information to set targets with the governing body;
- overseeing the arrangements for the statutory testing and assessment;
- ensuring data is collected from teachers and is entered onto the school's data management system (Target Tracker).

11.2. Teachers are responsible for:

- using evaluation and assessment from lessons to inform future planning;
- maintaining records of assessment and Records of Achievement;
- updating the school's data management system at the end of each term and as requested by the Headteacher.



12. Monitoring and review

- 12.1. The Headteacher and Senior Leadership Team are responsible for monitoring the implementation and effectiveness of this policy.