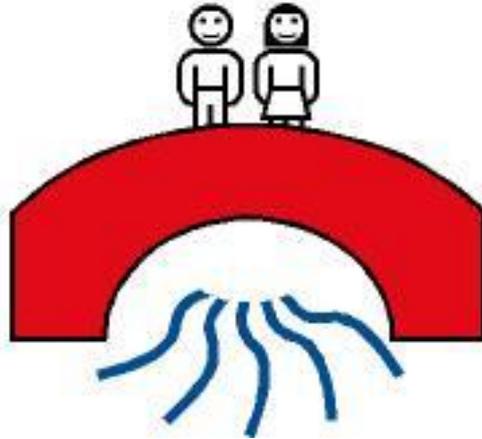# Loddon Primary School

Assessment and Reporting Policy

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Committee responsible: Curriculum Committee

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Authorised on 11/3/15 (date)

___. __(signature)   Sarah Phillips   Headteacher

____ _ (signature)   John Brady (name)   Committee Chair

1. Rationale

Monitoring and tracking pupils' progress is fundamental to school improvement and raising individual pupil achievement.

This policy statement is to be read in conjunction with all other school policies and with particular reference to the Policy for Feedback and Marking and the Policy for Learning and Teaching. Assessment is about both the measurement of performance at a given point in time (summative assessment) and also an on-going process of gaining information to promote future learning (formative assessment).

Summative assessment is 'assessment of learning', usually describing or labelling past learning and is associated with judgements based on scores for statutory or summative purposes.

Formative assessment is more diagnostic, being 'assessment for learning' (AfL) and helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses, essentially promoting future learning. Both types of assessment are a crucial and integral part of the learning and teaching process and essential in raising standards.

2. Aims

At Loddon Primary we aim to:
- Provide information for planning to support progression in learning for individuals, groups and cohorts
- Provide information for target setting for individuals, groups and cohorts
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Involve children in their own learning through feedback, self-assessment and shared learning goals
- Involve all children with self-assessment
- Help pupils know and recognise the standards they are aiming for
- Raise standards of learning and narrow the attainment gap
- Identify pupils' strengths and weaknesses
- Inform parents and other interested parties of children's progress, strengths and weaknesses
- Keep pupil records that are meaningful, useful, consistent and manageable
- Provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards

3. Practice

Setting appropriately challenging work through the analysis of pupil performance data and establishing rigorous monitoring and tracking systems are critical in ensuring that the learning needs of all our pupils are met. Planning will identify intended learning, with success criteria at different levels, matched to pupil need and determined through careful assessment, both summative and formative. This will enable teachers to assess accurately and to monitor progress made by individuals, groups and the whole class and to plan further learning objectives.

Pupils' progress is monitored and tracked across time and across subjects using a range of performance measures including teacher assessments, self and peer assessment and test results. All staff work collaboratively to gather and share and use information about pupils' progress, which ensures that identification of pupils' underperformance is early, rapid and accurate. Pupils have regular opportunities to discuss their progress and teachers actively involve pupils in setting their own targets. Teaching and intervention programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs. Parents and carers are informed and involved via the Individual Provision Plan, in order to support pupils' achievements.

Record Keeping
Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support staff to identify learning needs, ensuring planning for individuals and groups is well matched to those needs and to make summative judgements, shared at regular intervals with interested parties e.g. parents, staff working with the child, SLT or LA.

We use the following methods of record keeping to support assessment for learning and assessment of learning:-

- Focused observations of learning including Teacher Led activities and Child Initiated Play
- Individual pupil progress records on APP grids with dates of evidence gathered
- Notes from Pupil Progress Meetings
- Written and verbal feedback to pupils' learning
- Teacher annotations on planning, both medium and short term plans
- Interactive displays focusing on learning progress or skills
- Pupil self-assessment and peer assessment, e.g. talk partners, pupil-pupil feedback
- Early Years Foundation Stage Profile
- Annual Reports to Parents including pupil's own self-assessment
- Samples of work (annotated with a judgement of attainment)
- SATs results
- Test results, both statutory and non-statutory
- Pupil achievement and progress tracking data from Target Tracker
- Provision mapping and planning including records of interventions used with pupils
- Moderation exercises, both school and LA based
- Transition reports and data from other schools/settings
- Any additional records found useful by staff

Teachers may access many formats for record keeping on the school's network and the use of ICT is encouraged where this is an effective and efficient means of supporting assessment and

sharing information within the school. Our main electronic record keeping system is Target Tracker, which allows us to collect data continuously, share it and benchmark it against local and national data. Staff have ready access to data they need, and new data can be entered and processed easily. At the end of each term data is sampled at a specific point for all children and shared with interested parties. This also gives fixed points for tracking progress over time.

Moderation

Moderation is vital to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Loddon Primary, we:
- moderate writing every term
- moderate other subjects within year groups/teams on a regular basis
- carry out planning and book scrutinies, to ensure consistency, feeding findings back to members of staff
- participate actively in moderation schemes in the Local Authority for Foundation and KS1

4. Reporting

Reporting to parents / carers provides the opportunity for communication about pupils' achievements, abilities and future targets. All reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

Towards the end of the Autumn and Spring Terms, each pupil in Years 1 – 6 will receive a report card giving their attainment in Reading, Writing and Maths and targets to help them improve further. F2 pupils in the Foundation Stage will have a brief report related to their development in the areas of the EYFS and also targets to help them improve.

All parents/carers will be invited into the school during a consultation evening to discuss their child's progress with the teacher. Towards the end of the Summer Term, an annual school report will be written and sent out which includes results of statutory tests and assessments where this is applicable. The format will be consistent for years 1-6 and the F2 report will be similar but refer to the characteristics of effective learning and areas of learning and development. All parents will be offered the opportunity to discuss their child's annual report with their teacher.

Pupils in F1 will have the brief Foundation Stage report and parent consultation in February and July.

Monitoring and Evaluation of the Assessment Process

The Head Teacher holds overall responsibility for leading assessment. The Assessment Coordinator leads staff in the use of formative and summative assessment, data analysis and target setting across the curriculum.

It is vital to monitor the assessment process in school in order to ensure consistency of standards for all pupils. A range of methods are used:

- Learning walks and lesson observations are used to observe formative assessment as it happens in the classroom
- Work scrutiny and discussion of data are used to monitor and evaluate summative assessment
- One of either the Head Teacher, Deputy Head Teacher or Assistant Head Teacher monitor all report cards and annual reports
- Pupil Progress Meetings are used to explore the accuracy of the data
- Subject leaders monitor the data for their subject

If discrepancies are found between sets of data or between actual and expected data, or if unusual patterns are noticed within the data, methods such as work scrutiny or a specialist moderation group are used to ensure that the data is accurate, before addressing the issues raised by such a profile.