

Western Primary School

CREATING SUCCESS STORIES



Assessment, Recording and Reporting Policy

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LGB Chair Signature: Date:

Headteacher Signature: Date:

Western Primary School Assessment Policy

Rationale

Frequent, accurate and consistent assessments are a key element of the learning process. Formative assessments provide teachers, pupils and parents with the information they need in order to take learning forwards. Summative assessments provide school leaders with the information they need in order to identify trends, strengths and areas for improvement.

More Able Children

Provision is made for more able children and will be recorded in line with the school's assessment and tracking policy.

Aim

Our aim is that all our pupils will make the most of their educational opportunities by maximising their knowledge, skills and understanding across the curriculum.

Objectives

- To gather information about the performance of individual children, groups and cohorts to inform target setting and monitor progress.
- To inform the school's strategic planning and teachers' planning.
- To track the progress of individuals, groups and cohorts.
- To involve pupils in their own learning.
- To inform the governing body of the school's standards and achievements.
- To facilitate the highest possible standards of learning for every pupil.

The School's Vision

At Western Primary School, we seek to develop in our children a love of learning that will last a lifetime. We are committed to providing a stimulating environment, combining high standards and a broad, rich curriculum with the understanding that every child approaches learning in a unique way. In a happy and safe atmosphere, our children have the freedom to engage and discover with a focused and experienced team supporting every child in striving to meet and exceed their personal goals. Educating our children with a fusion of excellence and enjoyment, Western Primary School is privileged to be part of this crucial stage of childhood, encouraging our children in creating their own success stories.

Success at Western

Educating and investing in children, encouraging them to grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Western Primary School. As a school, we place great emphasis on the success stories of every child by targeting support through extended services, multi-agency working and by building effective relationships between school, parents, children, young people and the community.

Equal Opportunities

This school believes that all individuals, regardless of gender, sexual orientation, race, abilities, cultural and social background, should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination, extremism/radicalisation and harassment. Our curriculum promotes positive images through the themes pupils are learning about. Through regular monitoring and evaluation of the school, we ensure that this statement remains constantly at the forefront of all we do.

Prevent

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. For further information refer to RKL T Safeguarding and child Protection Policy.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how inclusion plans are used to focus on individual needs for these children. TAs are sometimes used to support these children during lesson time or to give specific help with individual objectives.

Formative assessments

Frequent formative assessments, both formal and informal, are an integral part of teaching and learning. Formative assessment allows teachers to understand pupil performance on a continuing basis. It enables them to gauge where a child is with his/her learning in terms of knowledge, skills and understanding and plan appropriate next steps. It also provides a teacher with clear information with which to evaluate their own teaching and to plan future lessons. In addition, formative assessments can enable pupils to measure their knowledge and understanding against specific outcomes and to identify areas in which they may need to improve.

It is not school policy for all formative assessments to be recorded but teachers need to make a professional judgement regarding those which they may wish to keep a record of for their own use.

Formative assessments may include any of the following:

- Question and answer sessions within class
- The marking of pupils' work
- Observational assessment
- Regular, short re-cap quizzes/tests
- Cold and Hot learning tasks
- Short, formal written tests on a specific area of learning
- Peer and self-marking by pupils

Summative assessments

Summative assessment can be used to provide pupils with information about how well they have learned and understood an area of study over a period of time. It provides teachers with information with which to evaluate the effectiveness of their teaching and to plan for subsequent teaching and learning. Summative assessment can be reported to parents to inform them about the achievement and progress of their children over a period of time. School leaders can use summative assessments to monitor the performance of cohorts and vulnerable groups, to identify where interventions may be needed and to inform decisions taken during the process of appraisal.

Summative assessment may include any of the following:

- In-school summative assessment which may take the form of:
 - i) End of year tests or examinations (including age-standardised tests)
 - ii) Short end of topic or unit tests
 - iii) Reviews for pupils with SEN or disabilities
- Nationally standardised summative assessments such as:
 - i) National Curriculum end of Key Stage tests
 - ii) National Curriculum end of Key Stage teacher assessments

Summative assessments will be recorded on a day to day basis using the KPI Tracker Grids for each class of pupils. In addition, termly summative assessment judgements will be recorded on the Class Tracker Grids once per term.

Governance, management and evaluation

It is the responsibility of the assessment co-ordinator, in conjunction with the Senior Leadership Team, to maintain and review the assessment policy and ensure that it is followed. Such maintenance will include monitoring the effectiveness of the assessment process. This will be done by employing a range of procedures such as lesson

observations, book, planning and assessment scrutinies, discussions with children and pupil progress meetings. Where necessary, moderation exercises deemed will take place in order to ensure consistency and accuracy of assessment judgements.

The effective use of assessment data (staff, pupils, parents)

Assessment data will be used effectively by sharing it with a range of stakeholders and ensuring that appropriate action is taken in response to the data. This will include group leader end of term Data Reports and the whole school Data Capture documents.

- Formative and summative data will be shared with relevant teaching staff in order to inform planning and future teaching and to identify where specific interventions/support may be required.
- Formative data will be shared with pupils in order to keep them informed in terms of their strengths and areas for improvement.
- Summative and formative data will be shared with parents through termly reports and parent/teacher consultations. This will enable parents to have a clear understanding of how well their child is doing against an age-related norm and will also empower them to better support their child at home and at school.
- Summative data will be shared with school governors to enable them to develop a clear understanding of how well different groups and cohorts are performing and how the school as a whole compares to other schools and to the national picture. Access to such data will also enable governors to challenge school leaders and hold them accountable for the improvement and development of the school in terms of teaching and learning.
- Formative and summative data will be shared with Ofsted who will use it to make judgements concerning the effectiveness of the school.
- This data is also used by the SENCO and Inclusion Team to inform decisions relating to support which may be required for individuals or groups.

CPD

The Senior Leadership Team will ensure that all teaching staff are kept up to date with developments in assessment practice so that they can continue to improve this practice over time. This may take the form of in-house training or may involve the use of consultants, training courses and collaboration with other schools and professional bodies.

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