

# **MEADFURLONG SCHOOL**

## **Policy for Assessment, Recording and Reporting Assessment**

Updated: November 2007

### **Introduction:**

At Meadfurlong School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing; whilst also providing the teacher with evidence of what has been remembered, what skills have been acquired, and what concepts have been understood. Consequently teachers are able to accurately reflect on what stage children are at in the learning process and crucially what needs to feature in subsequent learning sessions. It is our intention that the outcomes of our assessments will also help children become involved in raising their own expectations and self esteem. Termly pupil attainment needs to be compared not only with the child's previous work, but also against children in the cohort, the LA and the National 'picture'.

Our assessments will also provide information for others including:

- Parents to show progression/concerns, and involve them in the learning process
- Other teachers and staff to help them plan and gain informed views
- Outside agencies to provide hard evidence of attainment
- SENA to provide hard evidence of attainment

### **ORGANISATION AND MANAGEMENT:**

#### **ASSESSMENT AND RECORDING**

##### **DAY TO DAY ASSESSMENT:**

- Teachers will assess and record the achievements of children in order that the next steps for learning may be planned in his/her short term planning for these pupils.
- Short term planning should show annotation as a record of responding to pupils' achievements and next steps.
- Teachers must keep on-going assessments/records of children's reading and their range of reading.
- Teachers will keep records of children's tests and task results to monitor their progress.
- Teachers will ensure that notes are made where appropriate about children's contributions to the school on a wider basis. These should relate to attitudes, strengths and weaknesses and be included in the termly and year of year home reports.
- The teacher will keep all children's exercise books for the entire academic year.
- Teachers' knowledge of children may well be retained in their head.
- Teachers' receiving children at the start of an academic year should make reference to previous teachers' comments when formulating comments/targets for the first Parent Evening.

- Teaching staff and pupils will ensure understanding and commitment to the MKSP layered target approach.

**SUMMATIVE:**

- During the second week of Autumn and Spring second half term, there will be an Assessment Week during which hard evidence will be collected as part of the school’s assessment policy. These pieces of work will be marked and annotated by the teacher in line with the National Curriculum performance levels or the SATs structure of marking. Children’s strengths and weaknesses will be identified and shared.
- Teachers will pass levels/marks to Assessment Co-ordinator in order for him/her to monitor whole school attainment.
- Year heads and core subject leaders will monitor trends, take corrective action when necessary and guide teaching staff with support and advice from the Assessment Co-ordinator.
- Assessment will feature:-
  - English: ) \* All year groups will use previous QCA
  - ) SATs papers and marking guideline
  - ) \* All pupils will be assessed under ‘SATs’ conditions of
  - Maths:   ) silent, independent and unaided
  - ) \* Readers will be provided where relevant and when able
  
  - Science   \* All age groups to select a relevant tasks QCA guidance Attainment Target.
- Children’s Reading Age will be assessed on an annual basis using the Salford Reading Test. These results will also be held for the whole school by the Assessment & Literacy Co-ordinator. This information gives an indication of the year group performance compared with previous years.
- In the latter half of the Summer Term every child taught in Year 3, 4 and 5 will be assessed using the non-statutory SATs papers in English and Maths. In Year 6 the children will sit the Statutory SATs tests in English, Maths and Science.
- All teachers will be required to assess every child against the agreed National Curriculum performance level descriptions in the core subjects and record these Teacher Assessment on the Assessment Co-ordinator Sims system.
- Each teacher must ensure that each child’s completed records, books and copies of the annual report are passed up to the next teacher who **MUST** read through and assimilate relevant information about all the individuals in his/her class **BEFORE** the beginning of each Autumn.

## **REPORTING**

- Early in July of each school year every child will be given a sealed envelope containing his/her written Annual Report addressed to his/her parents.
- Each report will be compiled by the class teacher, using all the child's records, before being presented to the Head for signing. Children in all years will have additional sheets about their personal SATs results and Teacher Assessments. Year 6 will also have the overall school Year 6 SATs results and the previous year's national information, both of the latter are presented as percentages.
- The report covers all core and foundation subjects, gives an overall picture of the children's attitudes to school and others and records his/her attendance over the past year. (This information is provided by the School Secretary).
- The child also completes his/her own review of the year as a self-evaluation/appraisal.
- Parents' Evenings are held termly. These evenings are held each term. The first one in October; the second one in February/March and the final one after the annual school reports have been received by the parents. The format for the first two evenings is for the teachers to send a form to the parents with a suggested time. The parents are asked to respond as to the suitability of that time. Some parents may be seen before or after school if this is mutually convenient.
- During the Autumn and Spring Term, summary reports are sent home to all parents. These are intended to provide parents with greater information about their child's progress academically, socially and personally.

## **ASSESSMENT STRATEGIES**

- Teachers will use a variety of assessment techniques to gain a wide range of evidence, for example, through observation, discussion, questioning, writing, drawing, feedback sessions, concept mapping, drama and national standardized tests

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- This policy will enable teaching staff to identify and meet children's special needs. It will cater for individual learning needs and monitor for race or gender bias.
- Please also refer to the Special Educational Needs Policy.
- Objectives are set for children on School Action (SA) and classroom teachers will use these objectives for focusing the teaching of these Special Needs Children.
- Differentiation must be provided for children with specific needs in both core and foundation subjects and will be detailed on teachers' short term planning.

- Children receive additional and appropriate support to practise basic skills as described in their targets or objectives must not be overloaded by similar demands and expectations as the rest of the class.
- Teachers must use School Action Plus (SAP) children's IEPs in planning for these Special Needs children.
- SEN children are monitored closely and regularly by the SENA, LBP, Welfare Assistants who work with these specific children and by the child's own class teacher in his/her monitoring of progress.
- All monitoring of SEN children's progress must be recorded as described in the SEN Policy.

### **ASSESSMENT RECORDING AND REPORTING FOR SEN PUPILS**

- National Curriculum policy document and schemes of work
- SEN documentation
- Year 3, Year 4, Year 5 and Year 6 SATs results
- Salford Reading tests
- School Development Plan which runs from September – July each year.

### **MONITORING AND EVALUATION**

- Teachers moderate children's work in Year meetings, focus groups and staff meetings
- They check for consistency and curriculum coverage
- They comply with the marking policy to ensure quality 'close the gap' prompts
- This policy will be monitored and reviewed annually
- The Headteacher, Assessment Co-ordinator, staff and curriculum post holders will conduct an analysis of the SATs on an annual basis: compare the results to the baseline date and year on year SATs results to assess value added.
- Comments from parents, through Parents' Evenings and parental questionnaires will enable the Headteacher, Governors and staff to review the effectiveness of the school and the delivery of the National Curriculum.

## **STAFF DEVELOPMENT**

- As a result of teachers' lesson observations by either in-house members of staff, or by MK Advisory staff, personal needs may be identified which should be addressed by some appropriate form of support or discussion through Performance Management (in line with its policy).
- Each Summer Term the School Development Plan is drafted, amended, items prioritized and approved after both the staff and Governors have had an opportunity of expressing specific known needs.
- Staff and Governors INSET needs will feature in the School Development with approximate costings and providers identified.

## **SCHEMES OF WORK**

- All the Short Term Planning of lessons are clearly headed by the following:-

Learning Objectives  
Activities  
Resources  
Differentiation  
Success Criteria

## **EQUAL OPPORTUNITIES**

- There will be an equal entitlement for all children to aspire to all the aims as detailed in the introduction of this policy.
- This policy will be monitored and evaluated regularly, on an annual basis, to ensure these aims are met to the fullest extent.