

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Assessment, Recording and Reporting Policy		
Last Reviewed	December 2015	Reviewed by	Whole Staff
Approved by		Owned by	P&S
Next review	December 2017		

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Assessment and teaching are inextricably connected. Assessment of pupils' attainment and progress is directly linked to our schools Teaching and Learning Policy. The new National Curriculum puts greater emphasis on the specific knowledge pupils should acquire by the end of each key stage and requires greater depth and detail of learning.

The Purposes and Principles of Assessment

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment.
- The school ethos promotes and emphasises the opportunity for all children to succeed
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.

There are three broad overarching forms of assessment, each with its own purposes

- Day-to-day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

Day-to-Day in-school formative assessment

Day to Day in-School formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension activities to deepen understanding as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Day-to-Day in-school formative assessment is used to assess knowledge, skills and understanding and identify gaps and misconceptions. This may be in the form of questioning, observation or marking written work. Children are involved, where appropriate, through self-assessment/peer assessment and selection of the level of activity they undertake.

In-school formative assessments provide parents, for example at parents' evenings, with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between home and school in supporting children's education.

In-school summative assessment

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit or period (based on outcomes taken from the National Curriculum) and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. Monitoring of targets in writing and maths will be undertaken by subject leaders. It will also inform school improvement, for example curriculum development.

At Stanton St Quintin Primary School in-school summative assessments may include short tests or tasks at the end of term or unit to support teacher assessment against year group objectives. It will also include reviews for children with special educational needs and disabilities. A best fit assessment related to the year group objectives of the national curriculum will be recorded in the schools tracking system SIMs Programme of Study Tracker four times per year. Moderation of judgements will take place in school and within the cluster.

Nationally standardised summative assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Ofsted will also make use of nationally standardised summative assessment as a starting point for discussions with our school when making judgements about our performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

The nationally standardised summative assessments used at Stanton St Quintin Primary School include a baseline assessment in the reception year, Year 1 phonics test, national curriculum tests at the end of Year 2 informing teacher assessment and national curriculum tests at the end of Year 6.

Children in Years 1,3,4,5 also take part in standardised tests in Term 5. These are not National Assessments however they are used to support and inform teachers final assessment judgements when reporting attainment at the end of year to parents. The school currently uses Progress Tests in Maths and English.

Equal Opportunities

At Stanton we believe that assessment should be inclusive for all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. High expectations should apply equally to all children with SEN and disabilities as to all other pupils and assessment methods may need to be adapted for some pupil's with SEN and disabilities, for example by using visual stimuli and alternative means of communication.

Special Educational Needs meetings with parents

When a child is under-achieving or else performing at a level significantly above their year group (i.e. falling into the "gifted and talented" category) the teacher contacts the parent to discuss this special educational need. If the child needs a special learning programme to be set up to meet that need, a Stanton Plan is prepared and discussed with the parent. The Stanton Plan is then evaluated termly with the parent and a new one set. In some cases, more regular, impromptu meetings are arranged with the parent to enable teacher and parent to work together to support the child's learning needs at home and school.

At these meetings, progress is discussed and the teacher outlines what is being done at school on the Stanton Plan and how the parent can support at home.

Data Collecting and Reporting

In-school summative assessment is collected through the school's tracking system (Programme of Study Tracker) four times during the year. Teachers meet with the Headteacher and/or senior teacher to discuss cohort and individual children's progress termly during Pupil Progress Meetings (PPMs). It is the school's belief that effective in-school formative assessments made by the teacher are acted upon in day-to-day teaching and learning. These reflections on the day's learning may be seen through teacher annotations on planning.

Progress and attainment are shared with parents during Parent Evenings and through the end of Year Annual Report to Parents. Whilst these are formal reporting arrangements, we strongly believe partnership between school, parents and pupils through Family Days, Family Fridays and Workshops provide far reaching opportunities for assessment information sharing to parents.

Record Keeping

At Stanton St Quintin Primary School assessment records of pupils' achievements are kept in the school's computer assessment system:

- SIMs POS Tracker in T1,3,5 and 6(including the Early Years Foundation Stage Profile - attainment on entry, half termly and attainment on exit)
- Each class teacher keeps his/her in school summative assessment records, including:
 - Individual Reading, Writing, spelling, punctuation and grammar (SPAG) and Maths Tracking Grids (SIMs POS Tracker)
 - Letters and Sounds Phonic Assessment – Termly
 - Reading record books, and pupil and teacher record sheets.
 - Pupils' exercise books.
 - Photographs of models and large pieces of work that may have been displayed in classrooms and around the school.
 - ProgressTests in Maths and English for Y1,3,4,5
 - Educational Health Care Plans for SEN children
 - For children on the SEN register, My Support Plans (from Wilts LA) and/or Stanton Plans, outcomes are recorded.
 - Teacher assessments.
 - Annual school report.

Transfer from Class to Class

In the second half of each summer term a series of induction/transfer mornings take place where the children are taught by next year's teacher/s in next year's classroom. Meetings are held between relevant staff towards the end of the summer term and exercise books or samples of work are passed on.

Monitoring and Evaluating Assessment, Attainment and Progress

It is the responsibility of staff and governors to ensure the Assessment Policy is maintained and followed. The Senior Leadership Team together with core Subject Leads monitoring the effectiveness of assessment practices in the school. Assessment, Attainment and Progress are then reported at Governor Sub-committee meetings held termly.

Internal moderations of assessment are held termly and teachers take part in cluster and Local Authority moderation and information sharing to ensure teacher judgements are in line and up to date with National Expectations.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of Headteacher.

- Headteacher/SLT: Moderate assessments practices regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using Pupil Progress Meetings and Performance Management.
- Teaching Staff: Use formative and summative assessments to provide feedback. Adapt planning in line with assessments to ensure good progress. Provide assessment information for pupils and parents as well as school leaders.
- Teaching Assistants: Provide feedback for the teaching staff on progress and attainment of pupils.
- Parents and Carers: Support children at home through positive attitudes to learning and home-learning tasks.
- Pupils: Have positive attitudes to learning and give 100% in order to make good progress at school.

Open-school policy: day-by-day communication

At Stanton St Quintin Primary School we see home-school communication as very much a two way process, so this policy also covers how this communication can happen on a day to day basis.

If a parent has anything to discuss with us, we aim to make ourselves as accessible as possible. Whenever it is practical, we try to see the parent that same day. When this cannot be arranged because either the parent or the teacher is not available, we try, unless there are exceptional circumstances, to respond within five working days. If parents are unable to pop into school then we encourage them to phone the school or email via the school office admin@stanton-st-quintin.wilts.sch.uk.

Teachers may walk their children to the school gate so parents have a chance to talk to their child's teacher and vice versa at the end of the school day. Teachers are also available before school from 8.50am. We are aware that some of our parents are uncomfortable about meeting with a teacher formally inside school and feel better equipped to talk at the gate. Where possible we try to accommodate this preference, however, this does not suit all and/or some topics of conversation are clearly inappropriate to broach in front of other parents. Then we ask the parent to step inside the building for a moment, or make an appointment.

School Prospectus

The first communication we have with our prospective parents is the initial visit to see the school and our school prospectus. We try to ensure both methods communicate effectively and positively about our school and what we have to offer.

Letters to parents

Weekly newsletters are sent to our families to report forthcoming events and information. These newsletters are also published on the school website. Class teachers sometimes send a letter to their families, for example to set up a class educational visit or invite parents to a class assembly. At the start of each term every class teacher sends home a topic plan for that term, which explains the work to be covered and ways in which the family can get involved. These plans are also published on the school website.

Family Fridays and Share Assemblies

Family Fridays are held every half term which actively encourages parents to come into school and be involved in their child/rens learning. There are also occasions during the term where classes share their learning with the school i.e. enrichment and residential, and to these assemblies parents are invited. These assemblies give a clear picture of what the children have been doing in their day-to-day lessons. Grandparents or other family members are also welcome.

School Reports

Every summer term the pupil's class teacher writes a school report on each child in the class. The report details the degree of progress in every curriculum subject area is then outlined and the child's personal and social development is described.

Appropriate assessment data is included in the school report, particularly the individual child's Early Years Foundation Stage Profile as well as end of Key Stage One teacher assessments (and – if significant – KS1 SAT test results), and Year Six SATs results in the final report before the child leaves for secondary school.

It is a government requirement that any unauthorised absences are also recorded in the school report. Parents receive a copy of their child's attendance certificate with their summer term report.

Where appropriate, we cite specific examples of pupils' work that the parent may have seen themselves during the academic year, e.g. a landscape watercolour painting taken home before Christmas when reporting the child's progress in art.

It is important that where necessary school concerns about progress are clearly recorded, but this must be done sensitively and should never come as a surprise to the family, as such comments should always follow personal discussions between school and parent throughout the year.

Parents' Evenings

Three Parents' Evenings are held each academic year, one in each term. The autumn and spring evenings are Parents' Meetings with appointments and the summer is a less formal Open Evening with no appointments. Parents can make a specific appointment if they wish.

The Autumn Parents' Meeting reports to parents how the child has settled down in the new academic year and provides their individual learning targets that have just been set. The teacher identifies any areas that need attention – e.g. the pupil's organisation of home and class work; reading at home; and initial progress.

If a child has a My Plan/Stanton Plan for Special Educational Needs, this will be discussed outside the Parent Evening appointment time.

The Spring Parents' Meeting reviews the child's progress towards their targets at this important midpoint in the child's progression through the school year.

The Summer Open Evening follows a week after the parent receives the child's school report and is an informal opportunity to see their work. Due to its different purpose no appointments are booked.

At all meetings with parents a balance is struck between discussing academic progress and reviewing the child's personal and social development – which is just as important.

On Autumn and Spring Parents' Meetings, governors may ask parents broad questions about Stanton School which provide useful information on how the school is perceived by our families. Any information gleaned in this way is fed into the school self-evaluation.

Involving parents with a child's behavioural difficulties

If a child's behaviour becomes unacceptable and starts to interfere with other children's learning as well as their own, the parents are involved straight away. The teacher explains the behaviour and the affect it is having in school. The parent is encouraged to describe any behavioural difficulties their child displays at home (if any) so that the whole picture can be seen.

When appropriate, advice on appropriate behaviour management strategies is sought from the Local Authority Behaviour Support Team.