



Sunnybrow Primary School

Assessment, Recording and Reporting Policy

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1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents 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 identify gifted and talented children or those with special educational; needs;
- to help us to evaluate our own teaching.

3 Planning for assessment

3.1 We use our school's long term and medium term curriculum plans to guide our teaching. In these plans we set out the aims and give details of what is to be taught to each year group. We use the guidelines in the National Curriculum 2014 to ensure that we deliver a broad and balanced curriculum to all children, which ensures progression as children move up through the school.

3.2 We use our End-of-Year Expectations (based on the National Curriculum objectives for each year group) and our small steps of progression documents to track pupil progress, support our planning and teaching and to help us identify each child's level of attainment. Pupil progress and attainment data is tracked using Arbor.

3.3 We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. In our lesson evaluations, (end of lesson marking sheet) we make a note of those individual children who are working above or do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson or to plan targeted support to address errors or misconceptions.

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3.4 We hold a more formal 'Assessment Week' at the beginning of each academic year and then at the end of every half-term. This gives teachers the opportunity to check the accuracy of their assessments and determine future targets. We also cross-moderate between classes to ensure continuity and an agreed expectation.

4 Target setting

4.1 Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. We set targets in Mathematics and English for all our children on a termly basis.

4.2 Each group in class has a maths, reading and writing target and these are displayed in the classroom. We discuss, agree and review individual targets for writing with children so that they are involved in the target setting process. Writing targets are stuck in pupils' books before a longer piece of writing. They are also discussed during meetings with parents.

4.3 At the start of each academic year, each teacher is set ambitious pupil progress targets. These are reviewed termly during pupil progress review meetings, where teachers are held accountable for the progress made by every pupil in their class. Our Special Educational Needs Coordinator also tracks the progress of children with SEND and sets pupil progress targets where appropriate.

5 Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

5.2 We plan our lessons with clear learning objectives. On our lesson evaluation sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. At the end of each half-term, we record current pupil attainment and identify gaps in learning that need to be covered in the following term.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. We use our small steps of progression documents to help us break up the broader foundational knowledge into smaller, more manageable chunks of learning. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum Year Group expectation. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6 Reporting to parents

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6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 Twice a year we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold towards the end of Spring term) we evaluate their child's progress as measured against the end-of-year expectations and identify potential targets for the rest of the school year.

6.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space for parental feedback.

6.4 In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

6.5 We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher. We will discuss with parents whether or not their child has reached a Good Level of Development which is the standard expected for all pupils at the end of their reception year in school.

6.6 In reports for Year 1 pupils we will record whether or not a pupil has passed the Year 1 phonics screening check.

7 Feedback to pupils

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. Feedback is given according to the curriculum focus. There may be occasions where it is more appropriate to pose a question/challenge for the pupil to make a response to rather than make a correction.

In KS1 & KS2, we also aim to give the children feedback in the form of an understood marking code. In this way each child is able to understand clearly how to amend their own work without always having to provide them with direct verbal feedback. Teachers should build time into lessons to allow children to spend some time reflecting on feedback and also acting upon them i.e. improving or rewriting.

7.3 In KS2 self-evaluation of written work is to be encouraged, where appropriate, as well as paired marking by the children. This should be carried out with regard to the learning

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objectives/ success criteria shown at the onset of the lesson. Year 2 children should begin to develop self and peer assessment when appropriate.

8 Consistency

8.1 During staff meetings, we moderate pieces of written work. We will discuss and make judgements on whether or not the piece of work meets the end-of year expectations for that particular pupil's year group, or what more they need to do to ensure they reach the standard by the end of the academic year. This ensures that all staff have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school as well as ensuring progression.

8.2 It is the responsibility of the subject leader for English to ensure that the samples that they keep of children's work reflect the full range of ability within the subject.

9 Equal Opportunities

9.1 All pupils will have equal opportunities to succeed within assessment tasks regardless of gender, culture, religion, age or ability.

10 Monitoring and review

10.1 Our Headteacher is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The Headteacher works with the Senior Leadership Team to inspect samples of the children's work and to observe the policy being implemented in the classroom.

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Sunnybrow Primary School "Assessment Policy" is based on the research carried out into assessment in schools by Paul Black & Dylan William 1999.

The research indicates that improving learning through assessment depends on five deceptively simple key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- the need for pupils to be able to assess themselves and understand how to improve.

This was further broken down to include:

- sharing learning goals with pupils;
- involving pupils in self-assessment;
- providing feedback which leads to pupils recognising their next steps and how to take them;
- underpinned by confidence that every pupil can improve.

The inhibiting factors identified include:

- a tendency for teachers to assess quantity of work and presentation rather than the quality of learning;
- a strong emphasis on comparing pupils with each other which demoralises the less successful learners;
- teachers' feedback to pupils often serves managerial and social purposes rather than helping them to learn more effectively.

It is our aim at Sunnybrow to use these findings as a basis on which to promote a culture of assessment as a means to raise standards in teaching and learning.

Signed: Claire Sim (Headteacher)

Date: 05.07.23

Review date:

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