

Cranmore Infant School

we love to learn and together we grow



Assessment & Recording Policy 2015

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ASSESSMENT

Children's progress is closely monitored at Cranmore in order that we can provide the best possible opportunities and highest levels of challenge and support for all children. All assessment activities aim to ensure that the children are able to make rapid progress in their learning and achieve excellent outcomes, whilst taking into account the needs of individual children.

Staff regard assessment as an integral part of curriculum planning, and consider it to be a vital process which enables judgements, against specific criteria, to be made about the attainment and progress of individual children.

At Cranmore, a whole school approach to assessment has been adopted and the following strategies are used by staff when making assessments:

- observation of the children whilst they are on task and learning both in guided groups and during independent tasks
- listening to the children whilst they are on task and learning
- discussion about the task with the child/groups of children
- children's self assessment and peer assessment
- questioning children about their work and their findings
- marking the children's work, sometimes alongside the child

This is by no means an exhaustive list and other methods of assessment are also used. These include ongoing assessment against Key Developmental Skills contained within the Cornerstones assessment system and the completion of the Early Years Foundation Stage Profile and end of Key Stage 1 Assessments.

Informal assessments are constantly being made by staff about individual children in the everyday classroom context, a formal assessment programme is essential to enable staff to maintain detailed records of individual children's attainment.

Assessment is also a means by which the progress of individuals or particular groups of pupils are tracked and monitored, for example, gender, most able, including those who are 'Able, Gifted & Talented', SEND, EAL, Pupil Premium and Looked after Children. These groups and individuals form part of the discussion at termly Pupil Progress meetings, involving the Head teacher, Deputy Head teacher, Inclusion Leader and individual teachers.

Aims of Assessment

The aims of Assessment at Cranmore are that it is:

- interactive, involving both teachers and children, together with parents as appropriate, in a dialogue that enables them to support their child's learning
- informative and beneficial, giving both the children and their parents an honest evaluation of their progress and their next steps for improvement
- useful to the child's current and future teachers, effectively supporting all transition points

- supportive of the learning process, usually forming part of the day to day tasks set by individual teachers and allowing staff to plan learning that accurately reflects the needs of each child
- acknowledging the importance of the development of the whole child, as well as recording Curriculum attainments, rapidly identifying children who may need additional support
- providing the school with the relevant information to evaluate its effectiveness and inform future planning and delivery of the curriculum

Summative Assessment

At Cranmore, 'formal' summative assessments are carried out as follows:

- Reception – Baseline and Early Years Foundation Stage Profile – end of FKS (until Summer 2016)
- Year 1 – Phonics Screening Check (Summer Term)
- Year 2 – National Standard Assessment Tasks & Tests
- Year 1 and Year 2 – in all National Curriculum subjects

Additional summative assessments are made by class teachers in ICT, Science, History, Geography, D & T, Art, PE, Music, RE and ICT. These are then used to inform future planning.

EYFS Profile

The EYFS Profile is the national assessment, which is completed for each child during their two years in the Early Years Foundation Key Stage, based on on-going observations and assessments.

The completed profiles provide valuable information for Year 1 staff, which enable them to build successfully upon each child's strengths and needs across the curriculum, thus ensuring a smooth transition between the EYFS and KS1.

Year 1 Phonics Screening Check

A statutory phonics screening check for all pupils in Year 1 will be administered during the month of June. The purpose of the phonics screening check is to confirm whether individual children have learnt phonic decoding to an appropriate standard. Results are included within the Year 1 end of term report.

Children who have not reached this standard at the end of Year 1, will receive further support to ensure they can improve their phonic decoding skills. Children will then have the opportunity to retake the screening check in Year 2.

Standard Assessment Tasks and Tests (SATs)

Standard Assessment Tasks (SATs) and tests in English and Mathematics are carried out with all Year 2 children during May. The results of these are given to individual parents in the end of year 2 report, and are also evaluated by school staff.

Moderation

Cranmore has in place a rigorous cycle of school, cluster and local authority moderation to ensure it is validating assessment judgements accurately, and ensuring consistency both within school and the local authority. School standards files are developed with exemplification materials to support this process.

Planning and Assessment

Long Term Planning

The Curriculum at Cranmore has been split up into termly themes for each year group. A Curriculum Map for each theme is linked to either the Early Years Foundation Stage or National Curriculum. This has been developed, reviewed and agreed through consultation with staff and children, and individual staff know in detail the content of what the children need to learn.

Subject leaders are required to give consideration to the key concepts that are to be assessed within their subject, and ensure there is continuity and progression between and within learning themes.

Medium Term Planning

Each termly theme generally includes all areas of the curriculum, although there may be a bias towards one or two of the subjects. In addition to the experiences planned, English and Maths are planned for as either part of the theme or as discrete activities or lessons.

Our four year programme is:

	Autumn Term	Spring Term	Summer Term
Nursery	Marvellous Me	Who Lives in a House like this?	Come outside
Reception	All About Me	Alien Invasion Time for a Tale	Journeys All Creatures Great and Small
Year 1	The Victorians	Putting on a Show	Charity
Year 2	Space	Africa	Food

Copies of the completed termly planning are kept on the 'w' drive as a central record to enable Subject Leaders to monitor the Curriculum and the learning and teaching taking place in school.

Short Term Planning

Short term, weekly planning is carried out during year group meetings. Planning sheets are completed by class teachers, and put into a folder marked 'Short Term Planning' on the 'W' drive. These are then used to evaluate the curriculum in respect of planning, delivery and children's progress so that any amendments to be made can be identified. Similarly, all subject leaders carry out a planning scrutiny to confirm the effectiveness of the curriculum and its delivery for the staff and children alike.

Teacher Assessments and 'Jottings'

In addition to formal assessments, teacher assessments are constantly being made and recorded by individual staff as a part of their daily planning and teaching. These 'jottings' help to inform teachers when making formal assessments and when recording individual children's progress. They are also a useful tool in informing short term planning.

Assessment for Learning

At Cranmore, assessment is an ongoing feature within planning and teaching, and forms the basis for differentiation according to individual needs and achievements. This type of assessment is inclusive in that it involves the children in judging their own achievements and making self assessments. Discussion with the children about their work, as well as teacher observations and assessments, inform subsequent planning and delivery of the curriculum.

Pupil Self-Assessment

At Cranmore, we believe that all children should be encouraged to evaluate and reflect upon their own learning. We also feel that the children should take some ownership of their learning, and that their own self-assessments are a good indicator of their attainment as well as being a useful tool to inform future planning and identify next steps.

Children are often asked to put a face on their work to show how they feel they achieved against the success criteria and to add a comment if possible. Children are also given regular opportunity to self-assess themselves by displaying thumbs up, thumbs down or in between (See separate Marking Policy for more information). They are also encouraged to respond to teachers' comments.

Peer Assessment

Children in KS1 at Cranmore are also encouraged to assess each other's work against specific success criteria. This is completed in a sensitive way, with children being asked to comment on two things that have been done well and one thing that could be improved next time. Feedback is generally given verbally, or a written comment may be made.

Marking comments are regularly monitored by each subject leader when completing their planned annual Monitoring, Evaluation and Review Cycle.

Cranmore's key principles for 'Assessment for Learning' can be found in Appendix (i). This also identifies the roles of the teacher and learner in assessment. Appendix (ii) contains further information on teaching and planning, and pupils' learning and attitudes.

C:\Users\Darren\Desktop\working Documents\Sites\Cranmore, Solihull\site\documents\Policies\assessment.doc

Assessment for Interventions

Interventions are planned and reviewed half termly in response to tracking and assessments made by class teachers. They are formulated jointly with Inclusion Leader, class teacher and relevant teaching assistants. Baseline and summative assessments are made for interventions. The summative assessment is reported back to class teacher, teaching assistant and Inclusion Leader. This assessment informs the next round of intervention. Both 'in class' and 'out of class' interventions follow the same procedure.

RECORD KEEPING

Record keeping is ongoing with children's records being regularly updated to give an up to date profile of each child's progress. It is achieved in the following ways:

- through teacher recordings and jottings
- through regular completion of class and individual records
- informally, through giving children commendation stickers and certificates for work achieved, thus raising their self-esteem (this also serves to inform parents of their child's ongoing achievements)
- through the detailed medium term planning

Aims

The aims of record keeping at Cranmore are that it:

- is a useful and informative process to current and future teachers, allowing individual, group and whole class targets to be set
- is a process common to all teachers in school, with the same records being kept throughout school
- keeps parents informed about their child's attainment and next steps
- informs individual children about their attainments and next steps
- builds an individual pupil profile detailing achievements, development and skills

Class Records

In addition to the 'records' which individual class teachers keep throughout the year, each class has a record file containing the following records. We also keep assessment records for Literacy topics (Teaching Toolkits) that are taught each half term- highlighting coverage and achievement of each module for different groups of learners.

- Guided Reading Folders
- Phonics Tracker
- Art record (group)
- Music record (group)
- Design and Technology record (group)
- Science records (group and individual)
- Computing (group)
- Religious Education (group)
- Physical Education (group)
- History (group)

- Geography (group)
- National Curriculum Record for Foundation Subjects (individual)

These records are updated regularly by individual class teachers, and contain comments about individual children working outside of the 'benchmarked' group. Records are interrogated annually by subject leaders, who use them to establish the percentage of children who will attain or exceed the expected standards for the subject.

National Curriculum Records for Foundation Subjects

These are completed at the end of each term by individual class teachers, using a 'best-fit' method from the level descriptors in each subject. Teachers should moderate with their year group colleagues to ensure judgements are correct

Once the National Curriculum records have been completed, subject leaders interrogate them to determine whether or not there are any 'gaps' in their curriculum area or whether or not there are any differences between the levels attained by girls or boys and so on.

Transfer of Records within School

At the end of each year class records are passed to the next teacher, and discussed at a handover meeting, to inform them about the attainment and progress of individual children and assist in planning subsequent work to be covered.

It is also the responsibility of the class teacher to give to the receiving teacher all information relating to children on the Special Educational Needs Register, including information about IEPs and those who have been identified as vulnerable, including disadvantaged and Looked after Children (sharing their PEP). Handover IEP review meetings are held with parents, the Inclusion Leader, current and receiving teacher.

Additionally, staff familiarise themselves with previous reports to parents and targets set.

Transfer of Information to Other Schools

When children leave Cranmore to attend either a different Infant School or their chosen Junior School the following records are transferred:

- Common Transfer Form
- Teacher Assessment as reported for End of EYFS/Phonics Screening/KS1
- Most current IEP, EHC or PEP

Reporting to Parents

Parents are kept fully informed throughout the school year about their child's progress and are always welcome to see their child's teacher if necessary. Each term, parent consultations are arranged in order that each child's learning can be discussed in detail with their child's teacher. In the Autumn and Spring Terms a set of targets for English and Mathematics (and PSED especially in EYFS) are written in consultation with the child and shared with parents at their individual appointments, which the children are also encouraged to attend and contribute to. Progress against these targets is reviewed at Parent Appointments

At the end of the Summer Term, parents receive a detailed report for their child, outlining their progress and attainment in each area of the curriculum, together with targets and children's own self-assessment of their learning. Parents are able to arrange a consultation meeting with the class teacher to discuss this further should they wish and are encouraged to provide feedback to the school.

INCLUSION

Cranmore is an inclusive school and staff work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all the children in their class. Provision is delivered through Quality First Teaching and rigorous assessment for learning. Where a child is not making expected progress the class teacher will work alongside the Inclusion Leader, parents and external agencies (as appropriate) to plan tailored and personalised support (please refer to separate Inclusion Policy for more information) to ensure optimum progress.

We believe that ability is not fixed and that every child can learn if we teach them in the right way, therefore, we do not label any child by so called 'ability'. All children are encouraged to challenge themselves, achieve their best and become confident individuals, in the knowledge that learning takes time and effort.

THE WAY FORWARD

This policy has been drawn up through consultation with the whole staff. It is a working document and will, therefore, be kept under constant review.

It will be formally reviewed in the Autumn Term 2018

This policy was ratified by the Governing Body on.

Signed: Chair of governors

Signed: Headteacher

Principles for Assessment

Assessment is at the heart of teaching and learning at Cranmore:

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress

Assessment is fair.

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
- Assessment judgements are moderated by experienced professionals both in school and within the Local Authority to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process is clearly stated.
- Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessments consistently draw on a wide range of evidence to provide a complete picture of each child's achievement.
- Assessment demands no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are compared with other schools, collaboratively, locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Children in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.
- Assessment must provide information that
 - justifies the time spent;

- involves school leaders and governors in planning and allocating resources and government and agents of government.

Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that all learners are making expected progress or better than expected progress.
- All staff are regularly trained in our approach to assessment.
- Carol Tombs, the school's Deputy Headteacher, is currently responsible for assessment.

Our method of assessment (Assessment of Learning)

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning.
- Through working with other schools in our collaborative and across the Local Authority, and using external tests and assessments, we analyse our performance with that of other schools.
- Our assessment criteria identify children's breadth of knowledge, understanding and skills. Our assessment process demonstrate how well children apply that knowledge in a range of contexts (depth of learning).
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and the Early Years Foundation Stage Curriculum, and our own local design.
- Target setting, tracking and reporting are based on predictions for end of year outcomes and the achievement of each child is assessed against all the relevant criteria throughout the school year.
- Each child is assessed as either 'working towards', 'at' or 'exceeding', the expected standard, against each relevant criterion contained in the expectations for that year.
- Where a child is assessed as exceeding the relevant criteria in literacy and numeracy for that year (in both breadth and depth) they will also be assessed against the criteria for the next year. For those children meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using on-going observations, records of work and testing.
- Children throughout school take an active role in their own assessment and regularly self and peer assess their learning against specific criteria to help them know what they need to improve.
- An annual programme of in-house moderation is part of Cranmore's 'Annual Timetable for School Self Evaluation'. Assessment judgements are moderated by colleagues in school on a regular basis and by colleagues in other schools across the collaborative and the Local Authority to make sure our assessments are fair, reliable and valid.

Our use of assessment (Assessment for Learning)

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes. Teachers use this

information to plan the learning for every child to ensure they meet or exceed expectations.

- Teachers and leaders analyse the data across the school to ensure that every child has made expected or better than expected progress and that all children are suitably stretched. This analysis includes a focus on the progress of groups of learners, such as Pupil Premium children. Termly 'Pupil Progress' meetings are held between the Headteacher, Deputy Headteacher, Inclusion Leader and all members of teaching staff to discuss particular concerns and as a result targeted intervention groups are planned to support those children 'at risk' of not achieving their targets.
- The information from assessment is communicated to parents and children on a termly basis through a structured conversation at Parents' Evening.
- Parents and children receive detailed reports of what has been achieved and indications of what they need to do next.
- We celebrate all achievements and effort across a broad and balanced curriculum, including sport, art and performance, behaviour, being an effective learner, and social and emotional development.

Teaching and Planning

Assessment provides the basis of informed teaching, ensuring that teaching builds on what has been learned and helping pupils to overcome any difficulties.

Throughout the school staff:

- Plan effectively, with clear success criteria and suitable teaching strategies
- Challenge all children, expecting the most of them
- Use assessment to inform teachers' planning and target setting to meet the needs of individuals and groups
- Use assessment directly in planning their teaching
- Assess pupils' work thoroughly and constructively
- Use assessment to promote pupils' learning and personal development
- Promote the involvement of pupils' in evaluating their own work and understanding the progress they are making and their next steps in learning
- Use assessment to establish challenging targets for pupils'
- Focus sharply on how well all pupils' are doing
- Use assessment to check pupils' understanding of ideas, for example, by asking them to apply their learning in new situations
- Help pupils' judge the success of their own work and set targets for improvement
- Ensure that information is shared regularly between parents and other staff
- Use assessment as a natural part of teaching and learning
- Analyse oral and written responses so as to adjust the pace, content or methods of teaching
- Use statutory tests (and optional where appropriate) to monitor and assess progress
- Use assessment to plan work for pupils with special educational needs and to contribute to reviews

Pupils' learning and attitudes

Pupils:

- Acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Understand how well they are doing and how they can improve
- Are regularly involved in helping to assess their own work
- Respond to marking and feedback to improve their work
- Contribute to setting their own targets for improvement
- Engage in productive learning
- Understand and apply the criteria that teachers' use for marking assessing work
- Find marking and feedback helpful
- Understand the comments made on their work, any targets set for them and how to go about reaching them
- Know that making mistakes is inevitable and that they can learn from them
- Can say what they think of their work and know how this compares with what their teachers think

Marking

- Helps pupils improve their work
- Gives teachers detailed information about pupils knowledge and understanding
- Provides regular, well focused, diagnostic comments that help pupils to see how to improve
- Helps pupils' to judge the success of their work and to set targets for improvement
- Is consistent across the school
- Is easily understood by pupils
- Has targets for pupils and shows them how to go about reaching them

Management and the Leadership of the School

- Assessment policy reviewed regularly and is reflected consistently across the work of the whole school
- A thorough programme of assessment and review is used consistently in all subjects throughout the school
- Comprehensive and analytical assessment procedures are organised precisely to give the school a very clear insight into pupils' progress within and across stages, particularly in the core subjects, and for the achievements of different groups
- The school makes the most of pupil level and value-added data
- Management monitors and acts on evidence of differences in achievement by different groups
- Target setting and monitoring of achievement are well established for individual pupils'
- The analysis of pupil performance informs the school development plan priorities
- Performance data are readily available within the school. The school uses these data alongside internal assessments to monitor performance