Ysgol Gynradd Maes-y-Deri
Oaklands Primary School



Together Everyone Achieves More

Assessment, Recording & Reporting Policy

Oaklands Primary School

Assessment Recording and Reporting Policy

Introduction

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 planning 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.

Aims and objectives

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.

Planning for assessment

We use:

- the new Skills based curriculum
- the Foundation Phase curriculum
- The Literacy and Numeracy Framework
- Skills framework in order to support our teaching, inform our planning and to help us identify each child's level of attainment.
- We use our school's curriculum maps to show what is to be taught to each year group/class. Curriculum maps are used to guide our overall teaching plan, with our more detailed planning setting out the aims, objectives and expected outcomes of each unit of work, theme or project depending on what is being covered in a particular term
- Our planning has clear skills led learning objectives. 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. Our planning makes clear the expected outcomes for each unit of work. We complete digital mark books(Classroom monitor) as information of the progress made by the class and individuals.

Literacy and Numeracy Framework

The LNF sets the skills we expect learners to develop. Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

We will be able to use the LNF to:

- develop curriculum content to ensure that all children have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into our teaching – whatever the subject matter
- inform discussions with parents/carers, child and other teachers about child's performance
- help children with their own self-assessment activities and planning for learning
- monitor, assess and report on individual child's performance
- identify children who may benefit from intervention or who are working beyond age-related expectations.

Target setting

- We set targets in mathematics and English for all our children. We discuss individual targets where necessary, with parents being informed of targets on a regular basis.
- We review the progress of each child at the end of the academic year and use this information when setting new targets
- We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. In KS2 the children themselves record these targets on their individual target cards. These targets are used throughout the curriculum. In the Foundation Phase we set group targets which are displayed on a wall display and on tables.

Methods of Assessment

All teachers assess their class or group regularly so that they can plan the next stage in the children's learning. This regular assessment helps teachers to

monitor progress, provides motivation for the children and helps to inform planning. These assessments include:

Informal

- Individual assessments
- Group assessments
- Class assessments

Formal

Skills Palette
↓
Success Criteria
↓
Formative Assessment
↓
Summative Assessment

Through:

- Observation
- Discussion
- Marking (see marking policy)
- Peer/Self assessment

Assessment should offer all pupils an opportunity to show what they know, understand and can do. Success criteria will have been identified at the start of lessons, which will enable the pupils to understand their role in the lesson and to more ably assess their own progress.

Diagnostic Assessment

Diagnostic assessments are carried out on individual children through the use of:

- Individual education plans
- Target setting
- Specific tasks e.g. Baseline, Spotlight, Catch Up, Boxall Profile

These assessments are often linked with support agencies through the Additional Learning needs Co-ordinator (ALNC0).

Summative assessments are undertaken at specific times to assess a child's attainment and progress and are used for 'value added' and as evidence for reporting to parents.

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Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

Annual Assessment Timetable

Yr Group	**Assessment**	When?
N	• Foundation Phase Profile • On entry baseline • Teacher Assessment	Entry Ongoing
R	• Read, Write, Inc! • Foundation Phase Profile • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Read, Write, Inc! • Teacher Assessment	Sept (3 wks later) September October January March/April May/June On going
1	• Read, Write, Inc! • Maths Baseline • Salford • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Salford • NFER Maths • Maths baseline • Teacher Assessment	September September Sept/Oct October March/April May/ June May May June Ongoing
2	• Read, Write, Inc! • Maths Baseline • Spotlight Assessment • Salford • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Read, write, Inc! • National Maths • Welsh National Reading Test • Maths Baseline • Teacher Assessment • End of FP Assessment	September “ “ “ “ September October December March/April May/June May May June Ongoing May
3	• Read, Write, Inc! • Spotlight Assessment • Maths Baseline • Salford • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Read, write, Inc! • National Maths • Welsh National Reading Test • Maths baseline • Teacher Assessment	September “ “ “ “ September October December March/April May/June May “ “ “ “ June Ongoing

Yr Group	**Assessment**	When?
4	• Read, Write, Inc! • Spotlight Assessment • Salford • Maths baseline • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Read, write, Inc! • National Maths • Welsh National Reading Test • Maths baseline • CATS • Teacher Assessment	September “ “ “ “ September October December March/April May/June May May June June Ongoing
5	• Read, Write, Inc! • Spotlight Assessment • Salford • Maths baseline • Target Setting • Read, Write, Inc! • Read, Write, Inc! • National Maths • Welsh National Reading Test • Maths baseline • Read, Write, Inc! • Teacher Assessment	September/Oct September September September October December March/April May May/June June May/June Ongoing
6	• Read, Write, Inc! • Salford • Spotlight Assessment • Salford • Target Setting • Read, Write, Inc! • Read, Write, Inc! • Read, Write, Inc! • National Maths • Welsh National Reading Test • Teacher Assessment • End of KS Assessment • Maths baseline	September September September September October December March/April May/June May May/June Ongoing May June

Currrently we do not formally assess foundation subjects; however the Topic Portfolios kept by all curriculum co-coordinators may be used as a further tool for assessment if required.

Consistency

- All curriculum team leaders, together with the class teachers examine children's work within their subject area. Curriculum Team Leaders and class teachers use the Cluster Standardisation Portfolios as a consistent approach that help to make judgements about the levels of the children's work.
- All teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make judgements about standards in the school comparable to those of our cluster schools.
- It is each curriculum team leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.
- Our core curriculum team leaders work closely with other teachers from within the cluster to ensure consistency.

Recording

Recording needs to be:

- ongoing,
- manageable
- useful

The purpose of recording and using the digital tracking system in Oaklands Primary School is to:

- Help teachers to monitor progress.
- Recognise achievement and celebrate this with the child.
- Aid memory - we cannot remember everything - so write it down, especially to note specific achievements, quick progress, gaps in learning etc.
- Inform planning - through purposeful evaluations of success criteria and lessons
- Form a basis for reporting to children, parents, other professionals, other schools and the LA.
- Provide information for the next teacher.

Reporting To Parents

- At Oaklands Primary School we have an open door policy where staff are accessible and available to discuss children's progress at any time during the year. In addition to this policy, we hold a parents' consultation evening during each term as follows:

- Autumn Term – Parents invited to a meeting where they can look at their child's work and have the opportunity to speak to the class teacher if they have any concerns. We offer parents of pupils in the Foundation Phase the opportunity to discuss the results of the Baseline Assessment.
- Spring Term – Parents are invited to attend an meeting with their child's class teacher where they can look at the child's work and discuss progress and review targets.
- Summer Term – Parents are invited to make an appointment to speak with the class teacher on a 1-1 basis to discuss their child's progress following receipt of a written report. This report is summative and informative, providing subject specific information on the child's progress and achievements to date. Y2 and Y6 parents are also given teacher assessment levels for the end of the Key Stage.
- IEP consultations take place termly.

Home reading records provide a two-way communication about children's progress in reading. These records are exchanged between home and school with teachers recording progress as well as targets for improvement.

Workshops and curriculum evenings are also provided for parents covering various aspects of the curriculum and school life.

Between Staff

Discussions take place before children transfer into another class, between class teachers, between the class teacher and the ALNCO and between class teachers and support staff. Staff share the following information when transferring children to the next class:

- Assessment Cohort File
- Latest written report to Parents
- ALN records including IEPs (stored in filing cabinet in SEN room)
- Reading record books and file
- Appropriate grouping information
- R.O.A.s – including child's own choice of work

Intervention staff liaise regularly with class teachers so the assessment of pupils' progress is shared. The formal assessments undertaken are used to identified appropriate interventions in consultation with class teachers and intervention and support staff. This is overseen by the ALNCo and SMT.

In the case of a child moving to a new school the following checklist is followed:

Oaklands Primary School

Transfer of Information

Name of Child - _____ **Date of Birth** - _____

Current Year Group -
Pre-Nursery Nursery Reception Yr1 Yr2 Yr3 Yr4 Yr5 Yr6

Academic Information –
Reading Age - _____ Date completed - _____

Current Reading Book & Level - _____

Teacher predicted end of year levels of attainment

Literacy- _____
Numeracy - _____
Science - _____
PSWBCD- _____

Additional Learning Needs
Not on Reg. EY EY + SA SA+ N in L Statement

Area of Concern - _____

Behaviour – 1 2 3 4 5 (1 lowest – 5 highest)

Effort – 1 2 3 4 5

Achievement – 1 2 3 4 5

This policy will be monitored by the Assessment, Recording and Reporting Coordinator, the Headteacher and by the Governors in the curriculum committee.

Date reviewed: Autumn 2016
Date of next review: Autumn 2019

Signed: (Chair of Governors) Helen F. Wagner.

Signed: (Headteacher) C Wright