

ST MARGARET'S C.E. PRIMARY SCHOOL

POLICY FOR ASSESSMENT AND RECORD KEEPING

INTRODUCTION

This document is a statement of the aims, principles and strategies for assessment and record keeping at St Margaret's C E Primary School, Angmering. The original policy was developed in 1995 and has been regularly reviewed and updated in consultation with teaching staff and approved by governors. It was last reviewed in the Autumn Term 2007 and will be formally reviewed every 3 years or sooner if there is a significant change in policy

PRINCIPLES

The Policy for Assessment at St Margaret's School is based upon the following working definition:

‘Assessment is a process of gathering information, not simply a grade or mark or comment placed upon a pupil's work. In the process of assessment an attempt is made to apply some standard or criterion to the information. It is, therefore, a process through which information is provided about how some part of a child's behaviour compares with a level, an expectation or a standard’.

Assessment is about collecting evidence of children's learning, interpreting it and making judgements about what the pupil has/has not learned and then deciding what to do next.

The evidence of learning from which a teacher can make judgements or assessments occurs in and around the classroom.

Assessment of pupils' learning at St Margaret's will be varied in order to incorporate the following four main functions.

1. **FORMATIVE:** so that the positive achievements of a pupil may be recognised and discussed and that the appropriate next steps may be planned.
2. **DIAGNOSTIC:** through which learning difficulties may be scrutinised and clarified so that appropriate remedial help and guidance can be provided.
2. **SUMMATIVE :** for the recording of the overall achievement of a pupil in a systematic way.
3. **EVALUATIVE:** by means of which some aspects of the work at school and LEA or other discrete part of the educational service can be assessed and/or reported upon.

Records and evidence of children's attainments will be found in:-

- Planning records highlighting assessment opportunities based on learning intentions.
- Children's work
- Teacher's knowledge

- Teacher's records : texts, marks, spelling/tables, reading records
- Non-statutory tasks/tests
- Past reports to parents
- Summary record of achievement at points of transfer
- School portfolio exemplifying the school's standards from agreed trials
- I E Ps
- Reading and spelling ages of targeted children
- Observation notes
- Literacy continua
- West Sussex Tracking document
- Highlighted mathematics plans
- End of year key objectives in mathematics
- ICT 'I can ...' statements

PLANNING

The school bases its planning on assessment for learning principles

LONG TERM PLANS

Topic areas are determined by staff in line with a strategy for ensuring continuity and progression. Analysis takes place of topic coverage to ensure full compliance of National Curriculum requirements over a Key Stage

MEDIUM TERM PLANS

These take the form of detailed planning sheets where learning intentions, differentiation, activities, mode of delivery, resources and assessment opportunities are identified. Staff plan with colleagues to share professional expertise. Plans are monitored by line managers and are stored on the secure school network where they are available for subject managers to access and evaluate.

SHORT TERM PLANS

Each teacher translates medium term objectives into lesson plans recognising learning styles, key questions and individual needs, which are evaluated to identify strengths and weaknesses and inform future planning to meet the learners' needs.

FURTHER DETAILS OF ASSESSMENT AND KEEPING OF PUPIL RECORDS

PARENT CONSULTATION SHEETS

Agenda setting notes are written across the school before parent consultation evenings. These are subsequently used to inform the annual report writing process.

SPECIAL NEEDS

I E Ps are written and reviewed termly for all children at school action and above of the SEN code in consultation with class teachers, teaching assistants and the SENCO. They are written in a child friendly manner to involve children in the target setting process. They reflect advice and programmes of work provided by outside agencies. They are stored on the school's secure network and can be

accessed by all staff who can review, modify or extend as seen appropriate. Parents receive a copy of the IEP's.

Children with statements have a review on an annual basis attended by all staff who work with the child, SENCO and the Headteacher.

SUMMARY RECORD OF ATTAINMENT (TEACHER ASSESSMENT)

Maths: In Maths, medium term plans are highlighted termly.

- Red - work not covered
- Green - covered and well understood by the majority of the class
- Amber - covered but will need revisiting

Outliers are identified with key objectives information being passed on to next teacher.

Literacy: Regular group targets are set according to the West Sussex Literacy continua. Children are assessed and placed on the West Sussex literacy continua in reading, writing, speaking and listening and handwriting. These are kept and tracked by the Literacy Co-ordinators. The end of Summer Term one is sent on to the next teacher. Individual targets are presented in children's books in Key Stage 2 and verbally re-enforced in pupil/teacher conferences. In Key Stage 1 targets are presented verbally to the children.

Science: In Key Stage 2 science, on completion of each QCA unit, mini SATs are undertaken to determine children's levels of attainment; these are used to inform planning and the West Sussex Tracking System. In Key Stage 1, assessment is based on Windmill Press assessment guidance. More able Year 2 children are able to access elements of the QCA mini SATs.

Foundation subjects: A variety of approaches are used across to assess attainment in the foundation subjects to inform future planning.

END OF YEAR ASSESSMENT

In addition to SAT's in Years 2 and 6, Years 3, 4 and 5 undertake the non-statutory SAT's in Reading, Writing and Maths which help measure progress during the year as well as informing teachers for the setting of subsequent pupil attainment targets.

WRITING

Years 2 and 6 undertake writing tasks which are moderated by the Literacy managers.

EARLY YEARS ASSESSMENT

West Sussex Developmental records are taken from feeder pre-school providers for each child. During the first two weeks of the new school year, staff judge the accuracy of these assessments (the stepping stones). New record books, using teacher assessments and previous achievements are started. Through observation, oral and written evidence progress and achievement is recorded. At the end of each term children's individual achievements are fed into the tracker for the foundation years, which covers the 6 broad areas of learning and provides a tool for analysis.

MONITORING OF CHILDREN'S WORK

Part of the responsibility of all subject co-ordinators is the monitoring and scrutiny of children's work linked to planning. This takes place most frequently in maths, science, literacy and ICT and is often part of the work of the faculties in terms of moderation.

END OF YEAR REPORTS

These are completed for all children according to the annual school timetable and sent to parents within the last month of the Summer Term. Reports summarise each pupil's significant strengths and targets for further development and set an agenda for the Summer Term open evening. SAT results from Year 2 and 6 are included with the Annual reports.

YEAR 6 PUPILS AND PUPILS TRANSFERRING SCHOOLS

For the above pupils, all records, including a completed Common Transfer Form, are sent to the next school within 15 days of the pupil's transfer date.

SCHOOL'S PORTFOLIOS

These provide evidence of standards, progression and excellence across the school. Work is levelled, providing a moderation tool. The portfolios exemplify a cross section of abilities.