

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. This Policy was reviewed in the Summer of 2013 and will be regularly kept under review.

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 LA 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
- Past reports to parents
- Summary record of achievement at points of transfer
- ILPs

- Reading and spelling ages of targeted children
- Observation notes
- Data trackers

PLANNING

The school bases its planning on Assessment for Learning principles

ASSESSMENT FOR LEARNING

At St Margaret's School, 'Assessment for Learning' is an integral aspect of our teaching and learning across the whole school. There are a range of planned opportunities across the curriculum for children to assess and review their learning, using AFL strategies appropriate to the age range. Marking and feedback is a two way dialogue between the adult (teacher and TA) and the child. The children assess their learning against the objectives of the lesson and discuss specific next steps for future learning.

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 meetings. These are subsequently used to inform the annual report writing process.

SPECIAL NEEDS

ILPs (Individual Learning Plans) are written to support the learning of children who are on our school SEND register. They are written and reviewed at the following times: Autumn Term, Spring 1 and Spring 2, Summer 1 and Summer 2.

They are written in consultation with the class teachers, LSA's, parents and children. There are SMART targets which follow the Assess, Plan, Do, review process as outlined in the SEND Code of Practice.

They will also reflect advice provided by outside agencies that may be working with the child and parents/carers.

In addition to ILPs children with EHCP's have an Annual Review and a 6 month interim review.

Children who are not meeting end of phase expectations are added to their class provision maps. They will be set SMART targets which are reviewed at the same time as children on the SEND register.

All the documents and assessment information for children on the SEND register and those not meeting expected outcomes is stored securely on google drive and our electronic provision mapper.

Parents are involved and planning to support their children and we also seek their feelings about how well the children are progressing towards meeting targets.

EARLY YEARS ASSESSMENT

Learning Journals are passed on from feeder pre-schools for each child. Throughout the year assessments are made using the Early Years Foundation Stage Profile statements. We use the electronic Learning Journal, "Tapestry" to record assessments for each individual child. Parents have access to this at home and can add their own observations and reply to comments school staff have made. These observations inform our "Next Steps" which are regularly updated for each child. At the end of the academic year, children are assessed using the Early Learning Goals which are reported to parents and shared with Year 1 teachers.

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. SAT results from Year 2 and 6 are included with the Annual reports, along with Phonic Screening scores for children in Year 2 and Early Years Foundations Stage Profile scores for Reception Children.

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.