



Glen Hills Primary School

Assessment Recording and Reporting Policy

RATIONALE

At Glen Hills School assessment is central to teaching and learning, only when we know where children are can we plan how to move on. Objectives need to be set against a known background from which progress can be monitored and checked. Assessment must be built into any planning to provide feedback to children and teachers. Assessment analysis shows what has worked well and what needs to be improved.

AIMS OF ASSESSMENT

Using the principles and processes of assessment we aim:

- To find out if our teaching is effective.
- To comply with statutory requirements.
- To support learning, enabling children to reflect on their achievements and set new learning targets, ensuring appropriate differentiation.
- To discover what stage each child has reached and what s/he knows, understands and can apply.
- To inform parents and the wider school community of pupil achievements.
- To guide future planning, teaching and curriculum development.
- To provide information to ensure continuity when the pupil changes teachers or school.
- To provide information which determines the allocation of human resources throughout the school.

WHAT AND HOW DO WE ASSESS

1) Assessment Procedures and Processes

a) Framework for Attainment

This framework ensures that each child's progress through the school is closely monitored. Key skills in Numeracy and Literacy are tracked and opportunities taken, e.g. for focusing on children with particular strengths and weaknesses. This framework covers only attainment and targets related to attainment. Our school KS1 and KS2 summary results are published in the school prospectus and we keep cohort profiles and tracking files.

b) Glen Hills in relation to other Schools

The school uses information for English, Maths and Science provided by the LA in school statistical analysis. This covers Foundation Assessment and year 2 / year 6 SATs. Such information enables us to compare our school with others in the LA and nationally.

c) Key Stage target setting

Targets for end of key stage assessment (year 2 and year 6) are made using the school's own data and also the data obtained from Fischer Family Trust (an organisation which calculates targets based upon prior achievement of each pupil)

d) Target setting procedures

In July, individual pupil's targets will be set by the Assessment Co-ordinator for the following academic year. These targets will be for literacy (writing and reading) and numeracy and will be based on teacher assessment (using the Symphony Assessment System) and optional SATs. In addition, Foundation Stage assessment will be used to predict future Key Stage One SAT results.

Children have their own numeracy and literacy targets to aim for within their work (e.g. to use commas for pauses, to know the 6 and 7 times table etc.). These targets are referred to in their books or are on display in classrooms as it is essential children know their next steps to improvement.

2) How We Use Assessment To Inform Planning.

a) Short Term

Teachers use individual planning sheets on a weekly basis, reflecting on how the learning objectives for all pupils have been met, and these are primarily used for literacy and numeracy plans. Significant outcomes are recorded and action taken in the following weeks plan.

b) Medium Term

Year groups meet on a regular basis to evaluate schemes of work in light of the Long Term Plan. Activities are changed, maintained and schemes of work modified accordingly. Pupil work is standardised in year groups and whole staff meetings to ensure there is a consistent interpretation of assessment.

c) Long Term Plan

Summative assessments (e.g. National Standardised Tests) are monitored in order to inform ongoing staff discussion regarding curriculum plans.

3) Records

Recording /Evidence

Records are kept in many ways. These include:

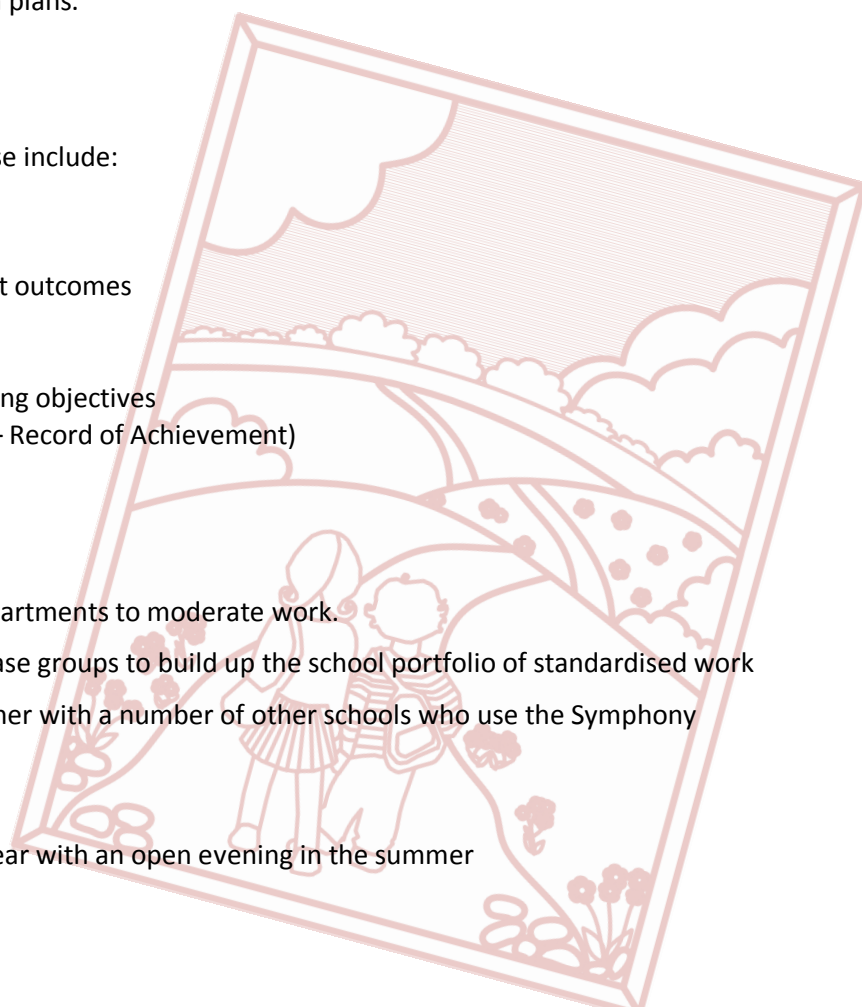
- Teachers' plans
- Children's work
- Teachers' notes e.g. of significant outcomes
- Teachers' markbooks
- Assessment results
- Detailed recording sheets outlining objectives
- Individual pupil portfolios (RoA – Record of Achievement)
- School portfolios

4) Standardisation/Moderation

- a) We meet in year groups and departments to moderate work.
- b) We meet as a school in cross phase groups to build up the school portfolio of standardised work
- c) We have moderated work together with a number of other schools who use the Symphony Assessment System.

5) Reporting

Parents' evenings are held twice a year with an open evening in the summer



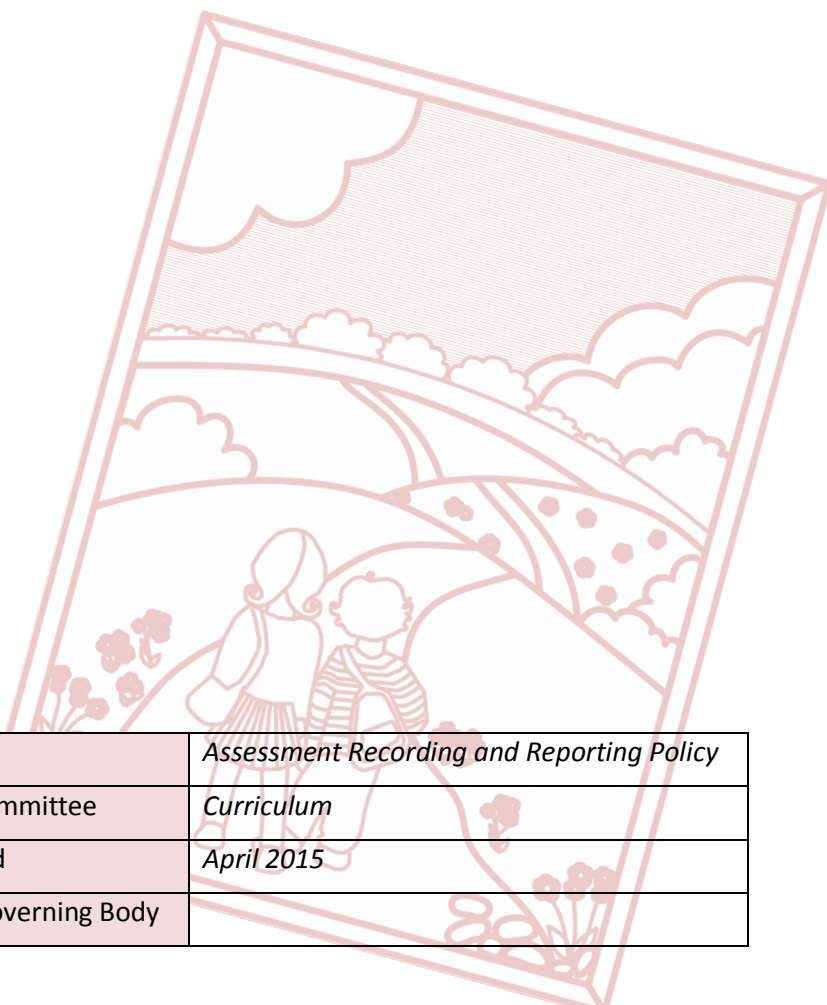
- In the autumn term to discuss the child profile, how the child is settling in and targets for the year. A brochure with the work to be tackled during the year is given to the parents.
- In February, pupil progress and targets for the remainder of the year are discussed with the parents. A short report outlining the progress and achievement of each child is produced.
- In June a written report is given to each parent with the option of individual interviews offered.

6) Marking

All children's work is marked in accordance with the school marking policy.

MONITORING AND EVALUATING

The quality and effectiveness of teaching, learning and assessment will be monitored to identify trends in overall attainment. The Headteacher, governors and staff will evaluate how well the procedures and policy adopted by the school are being met. For further information see the Monitoring and Evaluation Policy.



Document	<i>Assessment Recording and Reporting Policy</i>
Reviewing Committee	<i>Curriculum</i>
Last Reviewed	<i>April 2015</i>
Ratified by Governing Body	