**Mill Lane Community School &**

**The Windmill Community Nursery**

Flying, Growing, Thriving

**Assessment, Recording and Reporting Pack**

**Date of review:** January 2019

**Date of next review:** January 2020

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**Introduction**

A wide variety of strategies form an integral part of classroom activities aimed at helping pupils to become more independent learners and confident children as they progress through the school. Our procedures pay due regard to achievement and progress in learning as well as to the final attainment of the pupil. The class teacher, special needs co-ordinator, teaching assistants, pupils and parents are all involved in the process.

**Rationale**

Assessment, recording and reporting is based on the following consistent principles used throughout the school:

* developing a shared understanding by pupils and staff of clear and explicit learning objectives and criteria against which pupils will be assessed.
* Informing teachers' forward curriculum planning through modification of teaching and learning strategies
* a positive approach to pupils' learning which is reflected in their records.
* continual recognition and recording of the whole range of pupils' achievements, identification of their strengths, areas for development and future targets
* flexibility to allow for unanticipated achievement to be recognised
* staff helping pupils to develop the skills they need to become reflective learners
* pupils being enabled to contribute to the assessment of their progress
* providing meaningful information for parents and encouraging of parental involvement in reviewing their child's progress

**Assessment**

**What do we assess?**

Individual progress is assessed to inform teachers, pupils and parents. Assessments indicate strengths and also identify areas for development.

Assessments made of groups of children allow comparison with other groups at local and national level. The information gained from this informs curriculum planning.

**How do we plan for assessment?**

Assessment is derived from clear curriculum intentions outlined in curriculum policies and medium and short term plans. It is a continuous process, integral to learning and teaching. Assessment opportunities are built into planned learning activities and their outcomes affect curriculum planning and pupil progress. Assessment opportunities allow for unexpected, as well as intended outcomes.

**Assessment strategies:**

A variety of appropriate assessment strategies are used to maximise opportunities for pupils to demonstrate their thought process, concepts, knowledge, understanding and skills:

*Observation*: Particularly practical activities

*Listening*: Discussion groups, particularly when the children are engaged in practical activities, talk partners

*Marking:* Written work, including taking in work and circulating to mark and discuss work

*Looking at work produced*: Using annotation sheets

*Questioning:* Particularly about how outcomes had been reached

Pupils are provided with opportunities and encouraged to assess themselves, evaluate their own work and review their own learning. The process of self-evaluation enables children to play an active part in the setting and understanding of their own targets.

Children’s progress and targets in English, Maths and Science are reviewed in Terms 2, 4 and 6.

Individual targets for core subjects are set at the end of each year alongside end of year assessments and are reviewed at the end of term 3 by the new teacher with new targets being set.

Assess and review activities are planned at regular intervals throughout the year; there are three formal assessments weeks throughout the year.

Draft and redraft methods are used with the children when applicable. This enables teachers to discuss work with the children and enables the children to assess and review their own work.

Assessment monitoring and evaluation is an integral part of planning and delivering the curriculum. With assessment as an integral part of the teaching process, pupils experience a learning and teaching environment in which they are able to achieve their potential which is under constant review.

**Who does the assessment?**

Pupils, staff and parents are enabled and encouraged to reflect upon and review learning achievements. Self-assessment and personal target setting by the pupils themselves plays an important part of the assessment process and helps to increase motivation. Pupils are given and understand the criteria on which their assessments are to be made. Time needs to be given to this, as well as for reflection on the work completed.

**Evidence for assessment:**

The evidence on which assessment is made may include teachers’ records of;

* work completed
* observations of pupils
* conversation with pupils or between pupils
* marked written work
* drawings, models, paintings, graphs, charts etc.
* pupils self assessments
* photographs

This evidence will result from a child’s day to day work and will be kept by the teacher for as long as it is useful.

**Types of assessment:**

At Mill Lane, we use a combination of formative and summative assessment as outlined below.

**Formative assessment (Assessment for Learning- AfL)**

Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

**Formative assessments are used to:**

* identify children’s strengths and gaps in their skills/knowledge;
* identify next steps for learning;
* inform future planning;
* enable appropriate strategies to be employed;
* facilitate the setting of appropriate targets for the class, group and individual;
* track the child’s rate of progress.;
* facilitate an evaluation of the effectiveness of teaching and learning;
* inform future teaching and learning strategies
* identify individuals and groups for specific intervention support.

**On-going Formative Assessment**

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

* informing pupils of the learning of objectives ;
* effective questioning throughout the lesson in order to judge pupil understanding;
* observations- either focused or interactive;
* providing regular opportunities to review learning against the success criteria throughout the lesson;
* involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time;
* planned assessment against learning objectives in medium/short term planning;
* displays which celebrate achievement and progress;
* feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil;
* focused marking using learning objectives and success criteria;
* sampling pupils’ work;
* using assessments and feedback from marking to inform the next stages of learning and planning.

**Summative Assessment- Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child’s attainment and progress. This will also inform whole school target setting and prediction of a cohort’s future attainment.

**The aims of our Summative assessment are to:**

* identify attainment through one-off standardised tests at any given point in time;
* record performance in a specific area on a specific date;
* provide age standardised information;
* provide end of key stage test data against which the school will be judged against;
* ensure statutory assessments at the end of KS1 and KS2 are met;
* provide information about cohort areas of strength and weakness to build from in the future.

**Summative Assessments used in Mill Lane School**

Statutory Tests

* End of Key Stage 1 and 2 Assessments.
* Year 1 Phonics screening.
* =Progress against the Early Years Learning Goals.

**School Standardised Tests**

* Progress Test in Reading (PiRA from Reception to Year 6.)
* Progress Test in Maths (PUMA from Reception to Year 6).
* Progress tests in GPS (grammar, punctuation and spelling) using Pearson levelled assessments.

**Diagnostic Tests**

* NARA Reading Test (KS2).
* PERA Reading Test (FS/KS1).
* Youngs Spelling Test (KS2).
* Sandwell Maths Test (KS1/2)
* Phonic Phase tests (KS1/2).

**Non-Standardised Tests**

* Ongoing monitoring of children’s progress through class tests and check-up tests.
* Reading Records.
* Ongoing Assessment – letter formation, initial sounds, high frequency words etc.

**Recording**

Records of the outcomes of assessment provide evidence of what pupils can do. Our records help us to:

* track the progress of individual pupils or groups of pupils at regular intervals;
* identify patterns over time;
* confirm end of year and statutory end of key stage teacher assessment;
* set individual and group targets for improvement;
* plan support for individual pupils or groups of pupils;
* discuss pupils’ progress with their parents and other staff.

Staff make informal assessments in the course of day-to-day teaching regarding significant steps in pupils' learning. These are recorded in a variety of forms of class record e.g. jotting on planning sheet, class notebook, Reading Record etc. These records should:

* be manageable, accessible, useful and easy to interpret.
* identify and describe the progress and achievement of the pupils within the whole curriculum.
* be based on evidence.
* at the end of the Summer Term records be passed to the next class teacher.

At the end of a key stage assessments are finalised according to the statutory procedures and the results are formally recorded.

**Pupil tracking sheets**

Pupil’s progress in the core subjects is tracked against key objectives in an Excel spreadsheet.

These sheets are used to support teachers and the school in using all available attainment data on individual pupils. They are based on Teacher Assessment and test data and include both statutory and non-statutory assessment results beginning with the Early Years Foundation Stage Profile. They are used to set realistic targets for individual pupils based on present attainment, past rates of progress and reasonable challenge. Targets are set for the following academic year as well as for the end of the key stage. At the end of the year they will show whether or not a child is working at the expected level, or in fact has exceeded those objectives.

**Records on transfer**

When pupils transfer to another school, other than normal transfer to secondary school at the end of Year 6, all their records are sent to the receiving school. Records include the Foundation Stage Profile, evidence and results from statutory and non-statutory tasks and tests, pupil profiles, records of special educational needs where applicable.

On transfer to secondary school records will be in line with LEA guidelines and partnership agreements.

**Storage of records**

A child’s Personal Record Folder contains:

* Oxfordshire entry and exit profile (if available from preschool setting);
* Early Years Foundation Stage Profile;
* statutory and non-statutory task and test papers;
* pupil’s Annual Reports;
* pupil’s Individual Reports;
* parents Reply Slip form;
* internet Permission Form;
* Home – School Agreement.

**Reporting**

**Parent / Teachers Consultations**

A workshop open evening is held during Term1 for parents to meet the teachers and visit the school on an informal basis. Formal parent consultations are held during the Autumn and Spring Term.

Parents may make appointments to see the class teachers following the annual reports in the Summer Term if appropriate.

Parents and teachers are able to make appointments, as and when appropriate, for consultations.

**Formal Written Reports**

These are sent to parents at the end of the Summer Term. There is an opportunity for parents to comment on the report using the sheet entitled “Parental Comments”. They are a summative document of the child’s progress throughout the year. A copy of the annual report is placed in the pupil profile.

Pupils write their own report which is sent home at the same time as the school report; a copy of which is filed in the pupil profile.

**Guidelines for written reports**

1. Include narrative comment.
2. Refer to evidence at the end of key stages.
3. Avoid the use of jargon to ensure they are understandable to all.
4. Place achievement in the context of what the child has been doing.
5. Place attainment in the context of achievement.
6. Relate to specific criteria.
7. Comments in reports should match the records of individual pupils.
8. Reports should help colleagues, pupils and parents to plan the next steps in learning.
9. Records of achievement should help to ensure coherence and progression into the next stage of education.

The records are passed from class to class, together with an end of year summary sheet.

A midyear report is sent out at the start of Term 4 to inform parents of the progress children are making in the core subjects and to make parents aware targets for the rest of the year.

All assessment recording and reporting procedures are in keeping with the requirements laid down in the Education Legislation.

**Reports on Transfer**

**From the Foundation 2 Class:**

A written report for parents is completed before the child leaves the class. A copy of this, together with supporting records and evidence of achievement is forwarded to the next teacher.

**From class to class:**

Copies of each child’s annual report are kept in his/her Personal Record Folder and are passed on to the next teacher.

**To another school during the academic year:**

When a child leaves the school, records are forwarded to the child’s new school along with a transfer form as required by the DfEE.

**From Year 6:**

These will be in line with LEA guidelines “Pupil Transfer in Oxfordshire,” and as agreed by the Partnership.

**Marking**

**Aims:**

At Mill Lane our aims in marking children’s work are:

* To identify the child’s successes against the learning objective.
* To assess the child’s level of understanding.
* To highlight the child’s next learning step / target.
* To value children’s work through meaningful and consistent feedback.
* To identify children’s achievements against statutory assessments.
* To encourage a dialogue as a result of marking.

Marking is a developmental process. The way in which we mark children’s work is dependent upon the learning objective and must take account of the child’s needs and abilities.

# Stage not age is the key to marking effectively

**Guidance:**

* All work should be marked using the agreed systems and symbols appropriate to each year group.
* Where appropriate, and possible, work should be reviewed directly with the child or group of children.
* Feedback should be positive and constructive, identifying the next step and setting targets for future learning.
* Marking should relate specifically to the learning objective of the activity.
* Children should be made aware of or devise the success criteria at the beginning of an activity, either verbally or with a written record (depending on age of children).
* Children should be given time to review marking of their work and to make improvements where necessary.
* Regular staff meetings to review marking should take place within linked Key Stages to ensure consistency.
* A good level of presentation is expected across all curriculum areas.
* Regular book sampling will occur to ensure implementation and consistency are taking place effectively across the school.

**Presentation:**

A high standard of presentation is expected across all subjects of the curriculum. All children’s work should display the following:

* Name (if working on paper)
* Date
* Learning objective (L.O.) if applicable or at the start of a new unit of work

**Types of Marking:**

Marking will not always be detailed comments but can take several forms. These are listed below:

* **Verbal feedback (Live Marking)** – A teacher will individually discuss a child’s work with them.
* **Peer assessment** – Children will talk with a partner or within a small group about their work and children will make positive comments about each other’s work.
* **Self Assessment** – Children will mark their own work and give it a score or suggest how/ where they could improve it.

Within each Key Stage a variety of strategies and symbols will be used to give feedback to the children.

**Foundation Stage**

Marking in Foundation Stage is mainly verbal due to the age of the children. There are a lot of positive comments so that children know how well they have done and they are given opportunities to talk about their feelings after an activity. The following strategies are used:



Children self assess their work using Thumbs up and Thumbs down to indicate how confident they feel about an activity.



A smiley face is put on work to denote a good piece of work.

**In Key Stages 1 and 2**

At the end of each piece of work staff will ensure that the effort and achievement made by each pupil is recognised through the use of the following symbols:

**Effort**



A smiley face is used to show that the pupil has put the maximum effort in.

 This symbol is used to show that the pupil could have worked harder.



A sad face is used to show that the pupil made little or no effort with their work.

**Achievement (in relation to the learning objective)**

Green shows the learning objective has been achieved.

Yellow displays that the learning objective has been partially met.

Pink shows that learning objective has not yet been achieved.

A range of symbols will be used in order for others to be aware of the type of marking that is used and these symbols will also be displayed clearly in classrooms so the children are also aware of how their work may be marked.

**PM**

**PA**

Peer-assessment

**V**

Verbal feedback

**SM**

Self-assessment

In addition all teachers will use the following symbols to show how much support a child required during the activity:

**I =** independent

**S =** with support

**Whole School Consistency**

Teachers will mark work using a black pen. Pupils who have earned a pen license will be encouraged to use a blue handwriting pen when appropriate.

In writing, a teacher will highlight in **green** areas which are good and will highlight in **pink** areas that could be improved (including spelling errors as appropriate).

**Depth of Marking**

We believe that marking should be child-friendly and age appropriate. Therefore, the depth in which work is marked will vary depending on the task.

In depth marking, especially in writing, will include two ‘goods’ and a ‘wish.’

Where appropriate, next steps will be given using an arrow symbol.

In maths the next steps may be to ask the child to correct errors in their work.

**Reviewing and Editing Work**

When editing their work or in response to teacher feedback, pupils will use a purple ‘polishing’ pencil (KS1) or pen (KS2) to display pupil responses clearly.

**Marking Topic Work**

An overall review of topic work will be included at the end of a topic and will include both a pupil and teacher evaluation of the topic work.