



Mill Rythe
JUNIOR SCHOOL

Assessment, Reporting and Recording Policy

Date of Policy:	May 2019
Date of Next Review:	May 2020
Review Cycle:	Annual
Signature (Chair of Governors):	

Assessment, Reporting and Recording Policy

Principles

Assessment should:

- Be used to inform and adjust planning / teaching in order to maximise pupils' learning and rates of progress (both within lessons and over a longer period of time).
- Enable teachers to understand children's unique set of strengths and areas for further development.
- Include both on-going / day-to-day strategies in the classroom (formative) and more formal assessments i.e. at the end of a term (summative).
- Involve the pupils in monitoring their own achievement and progress.
- Involve a variety of strategies including written and verbal.
- Create a clear picture of the child's achievement in a subject and their progress throughout the Key Stage, allowing for comparisons to be made with national expectations and norms.
- Be useful and informative, taking the minimum amount of time away from teaching and learning.
- Help to identify whole-school trends and areas for further development.

Policy into Practice

▪ Summative Assessment

Summative assessments measure children's achievement at the end of a period of time e.g. at the end of a term, Key Stage, academic year or specific unit of work. They are used to inform longer term planning and to track children's progress. Results will always be recorded and may be passed on to other colleagues, external agencies or parents.

The School uses summative assessment in the following ways:

1. National Statutory Tests

On entry to the school full note is taken of Key Stage 1 test results and teacher assessment in terms of indication of potential and progress needed to achieve national expectations. In addition, formal tests are given to all Year 3 children on entry to create a bench mark from which progress can then be measured and supported.

Toward the end of Year 6, children are entered for the statutory end of Key Stage 2 tests. During the year, individual needs will be assessed to ensure that access arrangements provide appropriate support for all children during the tests. Year 6 teachers are also responsible for making their own assessments in each of the core subjects in accordance with national requirements.

2. National Non-statutory Tests

All children carry out a standardised spelling test and reading test at the start of the Academic Year. Results of these tests will be given to the Special Needs Co-ordinator, to the English Leader, Reading Recovery Leader and class teacher.

Years 3, 4 and 5 will take NfER tests in Reading and Maths termly in December, March/April and July. The information from this will be used to:

- Review the school's progress towards reaching their end of Key Stage targets.
- Track the progress of individual children and of trends of achievement within and between the Year Groups.
- Plan appropriate interventions and strategies to address any underachievement.
- Inform end of year updating reports to parents.

All children in the year group will be expected to take the tests or to have individual arrangements made for them. All absentees will take the tests on their return to school, or have arrangements to take them before where this is possible. Results of these tests will be entered into iTrack and shared with the Senior Leadership team.

3. Writing

Whilst teachers assess writing on an on-going basis using the 'Mill Rythe Assessing Writing' document, writing judgements are formally entered into iTrack at the same time as the Reading and Maths NFER results i.e. on a termly basis. Writing teacher assessment is completed formally twice a half term and this is recorded on teacher assessment sheets in the classes assessment file.

4. Other Subjects

Subject managers include in their long-term planning, end of unit expectations differentiated to three levels for every unit of work. Class teachers record individual pupil's levels against these statements. This information is used by Subject Managers for monitoring standards. The expectation statements are used in the Annual Report to Parents.

A breakdown of percentages at each judgement (Working Towards, Working At and Exceeding Expectations) will be passed on to the Subject Managers and Curriculum leader at the end of each unit of work.

▪ Formative Assessment

Formative assessments are judgements made by the teachers, learning support assistants or children on children's progress towards achieving learning objectives, success criteria or other short term learning goals. They are used to inform teaching within lessons or short term planning and may or may not be recorded.

1. Sharing Learning Objectives and Success Criteria

The sharing of the Learning Objectives (We Are Learning To... – WALT) will take place at various stages throughout the course of the lesson. The purpose of this is to ensure that all children maintain a clear understanding of the intended outcomes of the lesson and remain focused.

The writing of the Learning Objective on all written work will make clear to the child the purpose of their work and will also aid the Subject Manager when they are sampling as a method of monitoring standards.

Learning objectives are refined and supported through more detailed success criteria (steps to success) that make it clear to the children what they need to do in order to be successful / to achieve the learning objective for the lesson.

2. Pupil self-evaluation

Children will have the opportunity to assess and evaluate their own work in variety of ways at appropriate points during the lesson. Opportunities for this form of assessment are planned for on a regular basis. The teacher will ensure that verbal comments from the children will involve clear use of the vocabulary expected for that particular lesson.

In subjects like Art and Technology, self-evaluation will be used regularly throughout units of work and will be formally planned for at the medium term stage. This strategy will be used to highlight areas for improvement against agreed success criteria and the children will be given the opportunities to make these improvements. Within maths and English lessons, children self-assess against the criteria for both their attainment and effort.

▪ SEN Provision

All children who are assessed to be working significantly below year group expectations in reading, writing or maths have a Pupil Passport. These include short term personalised targets which are shared with parents and all of the people involved in providing the support. They are reviewed on a termly basis.

Termly testing of reading and spelling ages measure the impact of interventions and support further planning. Please see the SEN policy for more detail.

▪ **Reporting arrangements**

1. Autumn Term Parents' Evening

During the Autumn Term all parents are invited to meet with their child's class teacher to discuss the progress they are making. Conversations will include:

- Information about where the child is in terms of meeting the year group expectations in reading, writing and maths.
- The amount of effort they are displaying in each subject.
- Information about their personal and social development.
- Information about their attendance, punctuality, general attitude in class and behaviour around the school.

2. Spring Term Parents' Evening

During the spring term, parents are invited to meet with their child's maths and English teacher/class teacher for a more in-depth conversation about their child's progress in these subjects.

3. Summer Term Reports

In the summer term, parents will be sent written reports. The reports include information relating to their child's attainment, progress and effort in the core subjects of reading, writing and maths, information about their child's effort and attainment in the foundation subjects, information relating to their child's personal and social development and attendance and punctuality data.

4. Transfer Information

Hayling Cluster schools will negotiate a timetable for the transfer of statutory information at the end of the Key Stages. Year 6 teachers will complete teacher assessment before the transfer of their children to secondary school.

Year 3 teachers will also arrange a programme with Year 2 teachers at the Infant Schools, for the transfer of information for children entering Year 3 at the start of the Academic Year.