

St Luke's Primary School



Assessment, Recording and Reporting Policy

(Updated October 2017)

Introduction:

At St Luke's School we believe the purpose of assessment to be the process by which pupils, teachers and parents gain an insight into learning. We believe good assessment practice will:

- Involve, support and encourage children as 'Learners' to achieve
- Help the teacher and school to guide the learner and plan and evaluate the curriculum in the short, medium and long term.
- Facilitate future planning and evaluation
- Inform third parties particularly parents, teachers, outside agencies and other schools.

Through assessment we can help to develop self-regulated learners who become increasingly aware of their own learning needs. Assessment is an inclusive process and takes place in close partnership with the pupils and involves their parents.

Assessment for Learning is recognised as central to good classroom practice, carried out by the teacher in a sensitive and constructive way in order to support learning. Learners and teachers obtain and use information about progress in order to target the next stage. Feedback must be specific and clear. Our assessment practice is underpinned by the work of Shirley Clarke; Black and William, and the work of the King's College Assessment Team. (See Appendix 6)

We believe that declaring learning intentions is important, as is a shared understanding of the criteria by which pupils are assessed.

What forms of assessment do we use?

We make a distinction between assessment **of** learning and assessment **for** learning

Assessment of Learning

Summative – to sum up a pupil's progress so far

Diagnostic – to focus on what a pupil can or cannot do

Evaluative – to provide evidence for accountability

Assessment for Learning

Formative – To decide what a pupil needs to do next

Effective assessment at St Luke is characterised by meaningful information about pupil performance and progress. This is enhanced by the involvement of the pupils themselves in self-assessment procedures. Appendix 1 outlines the strategies for assessment which are embedded in the school culture.

School Principles:

- To ensure assessment is an integral part of the teaching and learning process which focuses on what a pupil can or cannot do (diagnostic), what a pupil needs to do next (formative) and sum up a pupil's progress so far (summative).

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- To ensure existing evidence of pupil progress and attainment will be used to guide and inform future progress.
- To ensure that judgements about a pupil's progress are based on a variety of evidence.
- To adopt a wide range of assessment strategies to reflect the whole curriculum and learning opportunities.
- To develop a positive self-image in our pupils through constructive feedback and the feeling of success which will encourage further study.
- To encourage pupils to be aware of the evidence and assessment techniques being used and review their own progress through self and peer assessment.
- To ensure pupils are assessed against Jersey and National Standards.
- Learning Intentions and Success Criteria are included in planning and shared with the children. Where appropriate, children are involved in this process.
- Appropriate and sensitive testing is used in different ways to assess children. This can help teachers to track progress, monitor in the short and long term, formulate targets and support teacher assessments.
- Written evidence of assessment is important when talking to other teachers, parents and outside agencies. *Appendix 2 outlines the assessment records teachers keep at St Luke's.*
- All assessment information is useful, appropriate and reliable.
- The Marking and Feedback Policy supports our assessment work

Assessment For Learning:

At St Luke's School, Assessment for Learning is of a formative nature which employs strategies to seek out and interpret evidence for use by both the pupils and the teachers who can then use the evidence to identify the stage the pupil has reached in their learning. Suitable achievable targets can then be identified to move the pupils learning forward. Generally, assessment methods should include:

- informal observations.
- oral questions and answers
- verbal feedback
- marked pieces of class work
- formal tests
- work scrutiny

Planning

Our short term planning includes clear learning intentions and success criteria. Our planning outlines a range of opportunities provided for the children, and includes opportunities for assessment. Our short term planning is handed in to the Headteacher retrospectively at the end of the week with indications of day to day assessment and notes to support future planning.

Recording:

Each teacher will review their pupils' progress and maintain appropriate personal records to enable and inform their planning. These records should:

- Be on going and informative.
- Be accessible and useful.
- Be easy to interpret.
- Identify and describe the progress and achievement of the pupils.
- Show the attainment of each child as required by the Jersey Curriculum.

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- Be based upon evidence.

Individual pupil records will be completed in Reading, Writing and Maths against national expectations inputted regularly onto the School Pupil Tracker System and verified half termly.

Reporting To Parents:

At St Luke's School parents are encouraged to take an active part in their child's education. All class teachers inform parents through a termly newsletter of curriculum activities, topics being covered and general classroom organisation.

The class teachers produce weekly class newsletters informing parents of curriculum initiatives and achievements as well as general information. The Headteacher produces a monthly whole school Newsletter providing information, celebrations and information on upcoming events. These Newsletters can also be accessed through the school's website.

Reporting information of pupil progress

We believe that parents need to be informed of current progress and their child's needs for future learning. We consult with parents in a number of ways:

- 'Meet the Teacher' evening in September
- Curriculum Evenings and Workshops
- Additional consultations as appropriate
- Termly curriculum letter to parents
- Mental maths tests
- Letters (Well-being, extra support etc.)

The reporting process is termly as follows:

- **Autumn Term:**
 - a) In September each class holds a Curriculum Conversation Meeting which parents are invited to. This enables parents to meet their child's teacher and learn about the class routines, expectations, etc.
 - b) Parents are expected to attend a review of their child's social and emotional progress in their new class. A written report is produced by the pupil and class teacher which acts as the basis for the meeting and parents are invited to add their own written comments subsequently.
- **Spring Term:**

Parents are expected to attend a review of their child's academic progress. A written report is produced by the pupil and class teacher which acts as the basis for the meeting and parents are invited to add their own written comments subsequently.
- **Summer Term:**

All parents will receive a written report which summarises their child's progress and attainment throughout the year. Pupils and parents are invited to add their own written comments to the report. Parents are offered the opportunity to meet with the teacher subsequently should they wish to.

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More informal communications with parents include:

- Notes in Homework Diaries and Reading Records
- Telephone calls
- Brief conversations on the gate
- Stickers
- Quick notes and postcards home from the teacher
- Certificates (Social skills, cool certificates)

Monitoring and Evaluation:

The Headteacher has the overall responsibility for ARR in the school. However oversight is shared with the designated post holder(s) for ARR who is/are responsible for monitoring and evaluating the implementation of this policy.

Development of assessment procedures within individual areas of learning is the responsibility of the ARR co-ordinator(s) alongside subject co-ordinators.

Day to day management of assessment in the classroom is the responsibility of the class teacher.

List of Appendices:

Appendix 1: Strategies for Assessment at St Luke

Appendix 2: Principles of Assessment for Learning

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Appendix 1 Strategies for Assessment at St Luke

Assessment **of** Learning Strategies

- Teacher devised class tests
- EYFS Profile
- JEL tests
- Year group teacher assessment of core subjects (tracking)
- Unaided writing (portfolio)
- CATs and EPT
- Benchmark books (PM)
- BPVS, BLISS, NESSY, and other SEN assessments
- Reading Progress Test
- Mental maths tests
- Observations of learning behaviours

Assessment **for** Learning Strategies

- Peer assessment (Two stars and a wish)
- Self assessment (Traffic lights etc)
- Teacher observations
- Child interviews
- Photographs
- Unaided writing
- Thumb tool
- Comment only marking
- Rubrics
- Sharing of Learning Intentions
- Success Criteria
- Running records
- Class and individual targets
- Questioning
- Feedback
- Assessment grid (as appropriate)

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Appendix 2 Principles of AfL

The National Strategies | Primary | Primary Framework for literacy and mathematics

Principles and key characteristics of assessment for learning

Principles

Assessment for learning is founded on the following ten principles.

Assessment for learning:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self-assessment [and peer assessment]
- recognises all educational achievement.

(Assessment Reform Group, 2002, *Assessment for learning: 10 principles*)

Key characteristics

The Assessment Reform Group identified seven key characteristics of assessment for learning.

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with learners.
- It aims to help pupils to know and to recognise the standards for which they are aiming.
- It involves pupils in self-assessment [and peer assessment].
- It provides feedback that leads to pupils recognising their next steps and how to take them.
- It is underpinned by the confidence that every student can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

(Assessment Reform Group, 1999, *Assessment for Learning*)