

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.  
**Ecclesiastes 4:9**

## **Assessment and Record Keeping Policy 2018**



# Great Chesterford C. of E. Primary Academy

## Policy for Assessment and Record Keeping

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

Assessments and records of the children's attainment enable each child to develop confidently and achieve to the best of his/her ability.

### Aims and Principles of Assessment

This policy outlines the purpose, nature and management of assessment and record keeping in our school. Assessments and records should provide a clear picture of each child's attainment and should be used to move children on in their learning. It should be formative, to ensure continuity and progression and not be so detailed it prevents teaching and learning.

Through our assessment and record keeping policy we aim to:

- Recognise and celebrate all pupil's achievements
- Provide an evaluation of what has been taught and learned, identifying pupils' strengths and next steps
- Inform planning
- Ensure continuity and progression
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child
- Provide pupils with the opportunity to review their own learning and to set future targets
- Inform teachers, parents, governors, support agencies, LA and DfE
- Provide information for school self assessment and review
- Use a range of strategies for assessment to suit a variety of children, contexts and circumstances
- Maintain a summative record for each child
- Implement agreed methods of assessment and record keeping which will be continuous and consistent throughout the school.

## Organisation

Assessment can be thought of as two areas.

**Assessment of Learning** is summative and gives a picture of the child's attainment, often at the end of a period of learning and in line with the National Curriculum expectations. Judgements are based on teacher assessments or may be taken from standardised tests.

**Assessment for Learning** is formative and is an ongoing process. Teachers make assessments on a regular basis to enable them to monitor progress, provide motivation for children and to help inform planning. Judgements about pupil's progress are made through marking work, observations and discussion. Classroom assessments are used to raise pupil's achievements and highlight misconceptions or weaknesses; it is based on the idea 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.

Both of these forms of assessment are used in all classes.

## Assessment of Learning

Throughout the school, assessment of learning is carried out in a variety of ways, depending on children's age, ability and the work which is to be assessed.

When children join school in the Reception year, an on-entry assessment is carried out within the first six weeks.

At the end of the children's time in Reception class, we assess the children against the Early Learning Goals in the EYFSP. These results are then submitted to the Local Authority and shared in the written report to parents.

At the end of each Key Stage, we have to complete statutory assessments, in line with the national guidance. At the end of Year 1, the children complete a statutory phonics screening check along with children in Year 2 who did not pass this in Year 1. A range of other tools are used for assessment of learning throughout the school. See Appendix B for the yearly overview.

Assessment weeks are carried out twice a year – January (Years 1-6), May (Year 2 and 6) and June (Years 1, 3, 4 and 5) During these weeks, any tests or focused tasks are carried out to enable teachers to gain a clear view of the children's independent attainment. Results are shared with the assessment co-ordinator and headteacher.

In the back of English and Maths books, children have ladders which show differentiated targets for these subjects. These are reviewed regularly and updated once a child can confidently demonstrate the skill.

All other subjects are assessed each term through the use of Monitoring Made Easy (MME) sheets, which match the National Curriculum requirements for each year group. Assessments are shared with subject co-ordinators.

## Assessment for Learning

From Year 1, the learning objective will be shared with the class. The context should usually be separated from the learning objective, so that cross-curricular links can be made explicit. Success Criteria will be included on the teacher's medium term plans, but may be drawn up with the children at the beginning of a lesson or unit of work. The children's work is marked in accordance with the school's marking and feedback policy and should be 'constructive and inform children of the next steps needed in their learning in order to improve their work', 'provide focused feedback on the learning objective/success criteria for that lesson' and 'benefit motivation, confidence and self-esteem and in turn should help them to become self-critical'. (See marking and feedback policy)

Children will be involved in evaluating their own and others work on a daily basis. At the end of each academic year, the pupils will contribute to their annual report in the form of reflecting on their achievements and highlights of the year.

## Assessment Strategies

Assessment falls into three main groups:

- 1) observation
- 2) discussion (includes questioning)
- 3) outcomes (includes marking)

Although these three main categories have been defined, their use continually overlaps and changes. All three strategies should be planned for and used in each class throughout the school. It is important for the teacher to be clear about the strategies they are using. See Appendix B for more detail about the different strategies.

## EYFS

Children in Reception class follow the Early Years Foundation Stage. On-entry assessments are completed during the first six weeks of their time in Reception Class. Assessments are made through observations and when children are engaged in both adult and child-led activities. At the end of the time in Reception, observations and assessments are made against the 7 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Maths
- Literacy
- Understanding of the World
- Physical Development
- Expressive arts and design

The observations of individuals and groups are used to inform future planning. Relevant assessments, comments and observations of individual children are regularly recorded in the class assessment file or on Tapestry (secure online Learning Journal). Summative assessments are used in the form of sight word checklists, letter and sound checklists, maths checklists and phonics assessments.

## Inclusion

Children with Special Educational Needs will be involved, where appropriate, in the assessment procedures above, taking into account their individual needs. They also have opportunities to share their thoughts on their progress during One Plan reviews and annual review.

## Role of School Assessment Leader

The school assessment leader should oversee that assessments and records are made and carried out in line with this policy. They will also be involved in using assessments to analyse and track the school, classes and individual pupil achievements and targets. This information will be discussed with the senior management team, governors and staff as appropriate. The school assessment leader will be able to offer advice to other members of staff on assessment procedures and good practice. Each term, they will lead staff meetings on necessary assessment updates and/or moderation. At the end of each academic year, the assessment leader will be able to assist with the sending of assessment information to the LA as required. The school assessment leader will work in partnership with the headteacher and class teachers to ensure that statutory procedures are carried out correctly and in line with the guidance given.

## Role of the teacher

The class teacher is responsible for planning lessons, which have clear learning objectives and for sharing these with the children. They may also draw up success criteria with the

children for lessons or units of work. A range of assessment for learning strategies will be used within the class, including ones which regularly involve the children, and planning will reflect any assessments made. Marking and feedback will be in line with the school's policy as will record keeping for the SEN pupils. Class teachers will be responsible for ensuring statutory and non-statutory tests are carried out in line with the school policy and the national guidance. The use of identifying next steps will be reflected in the teacher's planning and in the marking. MME sheets will be updated each term with copies kept in the class assessment folder and copies given to the co-ordinator. Teachers will also be involved in moderation activities with other members of staff, local schools or outside agencies. Teachers will be involved in the setting of class targets in the first half term of the academic year and will review these in the Spring term. Targets may also be used as part of the teacher's Performance Management. Teachers are expected to meet with parents to report the children's progress, through face to face meetings in the autumn and spring terms and a written report in the summer term. At the end of key stages, it is statutory that attainment and progress against the National Curriculum expectations are reported to parents. At the end of each academic year, teachers will pass on the class assessment file to the next class teacher and will liaise with them regarding the current level of attainment for each child.

### Role of Support Staff

Support staff in each class play an important part in the assessment and record keeping of the children. They should follow guidance from the class teacher on which children to assess, assessment criteria and methods of recording. It is not the role of support staff to make final judgements on children's attainment but to be involved and liaise with the class teacher to gain evidence to allow judgements to be made. Planning should be shared with supporting adults, so that they are aware of the learning objectives and success criteria for the lesson and the role that they have. Support staff may carry out some forms of summative assessment with individuals.

### Role of Curriculum Co-ordinators

Curriculum co-ordinators are expected to monitor and provide support with assessments in their curricular area to ensure progression in their subject. Each term, the co-ordinator must ensure they have collected the updated MME sheets for their subject and these should be kept in their co-ordinator files. At the end of an academic year, co-ordinators should complete the yearly data sheet and draw up an action plan. Copies of these should be kept in the co-ordinator file and given to the assessment co-ordinator.

### Role of the SENCo

The SENCo is responsible for monitoring and providing support with assessments and target setting for children with Special Educational Needs. Information on assessments is also collected from the parents and children. One Plans will include targets appropriate to a child's need (see SEN policy).

### Parental and Community Involvement

Parents have a vital role to play and the school seeks to work in partnership with parents. Parents are encouraged to help their child with homework activities and to feedback in the home/school link books/planners as appropriate. They are invited into school during the Autumn and Spring terms to discuss the progress of their child with the class teacher. In the summer term, they are invited in to collect the yearly written report and look at their child's work. Included in the written reports are slips allowing the parents to comment on any aspect of their child's work and attainment. At the end of key stages, attainment linked to the National Curriculum expectations will be reported to the parents.

Parents are also welcome to help in classrooms according to our volunteers policy. Parents of children in Reception Class have access to the online Learning Journals (Tapestry) and are able to contribute freely.

### Learning Environment

The learning environment should encourage the children to be involved in their own assessments. Learning objectives will be shared for each lesson as well as success criteria. Any individual targets set must be accessible for the children and in language which they will understand. Examples of peer assessments will also be shown on some classroom displays.

### Monitoring

The implementation of this policy is the responsibility of all staff and will be monitored by the headteacher, assessment leader and governing body.

### Evaluation and Review

The assessment and record keeping policy of the school is regularly evaluated and updated in line with the Curriculum Policy and the School Development Plan.

This policy was written by the school assessment leader in consultation with the headteacher, staff and governors.

It was reviewed in November 2018.

Adopted by staff \_\_\_\_\_ (signed) \_\_\_\_\_ (date)

Adopted by governors \_\_\_\_\_ (signed) \_\_\_\_\_ (date)

## Appendix A: Assessment Throughout the Year

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>September</b>							
100 sight word check	If appropriate	Yes	Yes	SEN	SEN	SEN	SEN
Phonics assessment	If appropriate	Yes	Yes	SEN	SEN	SEN	SEN
On-entry assessment	Yes						
Letter name and sound recognition	Yes	Yes	As appropriate				
Class targets agreed		Yes	Yes	Yes	Yes	Yes	Yes
<b>October</b>							
EYFS On-entry matrices	Yes						
<b>December</b>							
Salford/Holborn reading age test			Yes	Yes	Yes	Yes	Yes
Single Word Spelling Test (SWST)			Yes (Test A)	Yes (Test B)	Yes (Test C)	Yes (Test D)	Yes (Test E)
EYFSP - Matrices	Yes						
MME sheets		Yes	Yes	Yes	Yes	Yes	Yes
<b>January – Second week of term is Assessment Week. Tests to be carried out within this week.</b>							
100 sight word check	Yes	If appropriate	If appropriate	SEN	SEN	SEN	SEN
Phonics assessment	Yes	Yes	Yes	SEN	SEN	SEN	SEN
Letter name and sound recognition	Yes	If appropriate	If appropriate	SEN	SEN	SEN	SEN
PIRA tests		Yes	Yes	Yes	Yes	Yes	Yes
PUMA tests		Yes	Yes	Yes	Yes	Yes	Yes
GAPS tests		Yes	Yes	Yes	Yes	Yes	Yes
Class targets review	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>April (End of Spring Term)</b>							
EYFSP Matrices	Yes						
100 sight word check	Yes	If appropriate	If appropriate	SEN	SEN	SEN	SEN
Phonics assessments	Yes	Yes	Yes	SEN	SEN	SEN	SEN
Letter name and	Yes	If	If				

sound recognition		appropriate	appropriate				
MME sheets		Yes	Yes	Yes	Yes	Yes	Yes
<b>May – SATs Week for Year 6 and Assessments for Year 2</b>							
SATs Reading Comprehension Paper			Yes				Yes
SATs SPaG Papers			Yes				Yes
SATs Maths Papers			Yes				Yes
<b>June</b>							
PUMA tests		Yes		Yes	Yes	Yes	
PIRA tests		Yes		Yes	Yes	Yes	
GAPS tests		Yes		Yes	Yes	Yes	
TA for Reading		Yes	Yes	Yes	Yes	Yes	Yes
TA for Writing		Yes	Yes	Yes	Yes	Yes	Yes
TA for Maths		Yes	Yes	Yes	Yes	Yes	Yes
TA for Science		Yes					Yes
EYFSP completed and LA return made	Yes						
EYFSP Matrices	Yes						
Final end of Key Stage TAs agreed and LA returns made			Yes				Yes
Phonics Screening Check		Yes	If appropriate				
Salford/Holborn reading age test			Yes	Yes	Yes	Yes	Yes
SWST			Yes (Test B)	Yes (Test C)	Yes (Test D)	Yes (Test E)	Yes (Test F)
<b>July</b>							
100 sight word check	Yes	Yes	Yes	SEN	SEN	SEN	SEN
Phonics check	Yes	Yes	Yes	SEN	SEN	SEN	SEN
Letter name and sound recognition	Yes	If appropriate	If appropriate				
MME sheets		Yes	Yes	Yes	Yes	Yes	Yes

On-going updates for the English and Maths ladders.

### Other sources of assessment which maybe used

Item	Location
Numicon – Firm Foundation Book (See guide book)	Reception
Numicon – Kit 1 (See guide book)	Year 1
Numicon – Kit 2 (See guide book)	Year 2
Abacus Assessment and Progress Tests – Years 1 to 6	Online
Rising Stars Arithmetic Maths Tests – Years 1 to 6	Classrooms
Early Literacy Support (ELS) – Year 1	Year 1
QCA Teacher Assessment Activities for ICT, History, Geography, Art and Design, Design Technology	Staffroom
Diagnostic reading test (reading age and comprehension) – Neale Reading Test	SENCo
Diagnostic spelling test information for SWST	SENCo
White Rose Maths Assessments	Online

The SENCo has other spelling diagnostic spelling and reading tests, which may need to be used with children with special needs.

## **Appendix B: Assessment strategies**

### **1) Observation**

Observation is a tool used continually by the teacher in the classroom. Sometimes observations become focused as, for example, when PE activities or a science investigation is taking place; at other times it is part of the range of skills used by the teacher. Therefore observations are sometimes part of planned classroom activities and should be identified on the teacher's plans; at other times incidental observations will be made by the teacher. It has been recognised that teaching assistants can play a very helpful role in assisting the teacher in classroom observations. Each teaching assistant shares observations with the class teacher.

### **2) Discussion**

Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of the child. For example, teachers will value the opportunities for children to report back to their class about their work, to explain to others what they are doing, to take their turn in discussion and to be able to ask questions. Sometimes discussions will be at an individual or group level; that variety of opportunity is important for both the child and teacher. Teachers need to be aware of the different kinds of questioning that can be used: closed (to elicit knowledge – what?) open (why?), asking for explanations (how?). See Appendix C

### **3) Outcomes**

In some ways it is easier to assess outcomes because there is a product to be seen or heard. There are a number of skills associated with outcomes that need to be considered:

- i] should the outcome be assessed during as well as at the end of the activity?
- ii] what type of marking should take place?
- iii] would it be helpful for the outcome to be in a different form?
- iv] what support should be/has been provided in producing the outcome?
- v] what use is going to be made of pupil self-evaluation?
- vi] is target setting appropriate in looking at the outcome?

## Appendix C: Applying Bloom's Taxonomy

Thinking Process	Useful Verbs	Sample Question Stems
Knowledge	Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Can you name the ...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?
Comprehension	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words...? Can you write a brief outline...? What do you think could happen next...? Who do you think...? What was the main idea..? Who was the key character...? Can you distinguish between..? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?
Application	Solve Show Use Illustrate Calculate Construct Complete Examine Classify	Do you know of another instance where..? Could this have happened in...? Can you group by characteristics such as..? Which factors should you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?
Analysis	Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could not have happened? If...happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did... change occur? Can you compare your... with that presented in...? Can you explain what must have happened when...? How is... similar to...? What are some of the problems of...? Can you distinguish between...? What are some of the motives behind...? What was the turning point in the game..? What was the problem with...?
Synthesis	Create Invent Compose Predict	Can you design a... to...? Why not compose a song about...? Can you see a possible solution to..? If you had access to all resources, how would you deal

	Plan Construct Design Imagine Improve Propose Devise Formulate	with...? Why don't you devise your own way to...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a spicy dish? Can you develop a proposal that would..?
Evaluation	Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Rate Prioritise Determine	Is there a better solution to...? Judge the value of... Can you defend your position about...? Do you think... is a good or bad thing? How would you have handled...? What changes to... would you recommend? Do you believe...? Are you a ... person? How would you feel if...? How effective are ...? What do you think about...?