



BRIZE NORTON PRIMARY SCHOOL Assessment and Reporting Policy



Review Date Planned	Review Date	Date adopted by Governing Body
July 2018	22nd May 2018	4th July 2018
July 2021		

Philosophy

Assessment is essential for the promotion of effective learning and teaching. It enables the teacher to deliver an appropriate curriculum and provides the basis for continuity and progression. The process of assessment is designed to assist the teacher. It is an integral part of the National Curriculum statutory procedures.

Aims

We believe that if assessment is to be effective it should:

- offer all pupils an opportunity to show what they know, understand, can do and need to develop
- assist the child as a learner
- enable the teacher to plan more effectively to advance the learning process
- ensure that there is continuity and progression between year groups
- provide school with information to evaluate work and set appropriate targets
- help inform parents so that they can be more involved in their child's progress

At Brize Norton Primary School we see assessment as having two equally important aspects, 'assessment for learning' and 'assessment of learning.' These two aspects are addressed separately in this policy.

Assessment for Learning:

This is an ongoing process throughout the school in order to facilitate pupil progress and improve teaching and learning. It is part of the day-to-day classroom activity and forms part of a teacher's planning.

Planning

Planning is done at three levels:

Long Term (whole school)

Each year, the school staff get together to plan the curriculum for the following year, ensuring that over the course of their time in a Key Stage, all children cover the whole National Curriculum programme of study (or Early Learning Goals). We also plan to link subjects together, to make learning more meaningful, and we often have the same or similar topics in different classes across a Key Stage, enabling children and teachers to work together, although we ensure that there is progression across each Key Stage.

Medium Term (termly/half termly)

Teachers plan for each subject, identifying clear learning objectives by looking at both the National Curriculum (and Early Years Foundation Stage) and the children's assessment data from the previous term. This planning informs teachers' weekly planning and paces the learning for the term. Each class teacher is responsible for identifying the progression within their class. Parents are informed through termly overviews of the intended learning for each term; these are sent home and published on the website.

Short Term (daily/weekly)

Teachers need to recognise the range of needs and abilities within their class. They need to select appropriate activities and resources, which take account of pupils' prior learning. Teachers must outline assessment methods appropriate to learning objectives and planned activities. They must have strategies for sharing their learning objectives and assessment criteria with the pupils. Assessment does not need to be planned for all learning and teachers must recognise that all assessment does not need to be written down. However all assessments must inform planning.

Teaching/Learning

Learning objectives are shared with the children orally and are stuck in children's books.

Teaching techniques and assessment methods take into account and reflect pupils' individual learning styles and evidence of formative assessments are collected through:

- observation
- questioning
- the use of feedback techniques, e.g. answers on mini whiteboards
- talking and listening
- samples of work
- allowing pupils to evaluate and assess their own work
- marking work
- children presenting work to others e.g. during plenary sessions

The information gained from these ongoing formative assessments helps teachers plan the next step in children's learning for the whole class, groups or individual children.

Assessment for Learning is used throughout each lesson, enabling teachers to reshape tasks and explanations to move children on if they are learning more quickly than expected, or to provide extra support if needed. Teaching assistants are an important part of this process, able to identify and support children who need it. Assessment for Learning is also used between lessons to reshape the development of learning across a sequence of lessons, depending on how well the children are progressing.

We believe that children should be involved in the process of assessment for learning. We ensure that pupils know what they are supposed to be learning, what they have achieved and how they can improve. The pupils are given opportunities to self and peer assess their work against the shared learning objectives and identify learning improvements.

Marking takes into account the shared learning intention and success criteria. Children are given feedback either oral or written (class/group/individual) and are encouraged to see how they could improve their work. (See Marking Policy).

Assessment of Learning:

This gives a summative picture of progress made each term and from year to year. Teachers use their professional judgement to teacher assess each child over time in English and Maths. Tests and tasks also provide a standard measure of performance in English and Maths. These two forms of assessment are complimentary and together provide a complete picture of a child's attainment.

At key points in the academic year assessments are administered to track pupil progress, plan appropriate learning experiences and to set curriculum targets. These include:

- Early Years Foundation Stage Profile – all children within the Foundation Stage will enter Key Stage 1 with an EYFS profile. This records the child's progress against the Early Learning Goals. Evidence is built up towards this during the year.
- Phonics – assessed at the end of each half term until children have reached the standard required by the Year 1 Phonics Screening Check. The Check is carried out in June of Year 1, and again in Year 2 for children who did not reach the standard in Year 1.

- Maths, Reading and Writing (including Spelling, Punctuation and Grammar) – assessed three times each year.
- formal National Curriculum Assessments in Years 2 and 6

These assessments are added to teachers' judgements based on children's work in class to form a full picture of what each child knows and needs to work on. Six times a year, teachers enter what children have learned into Target Tracker, our assessment software. The resulting judgements are used in different ways:

- by teachers to set targets and plan learning over the next term; to identify which children are making expected progress, better than expected progress or insufficient progress (and plan actions based on this)
- by senior leaders (including the headteacher, English and Maths subject leaders and SENCO) to develop an understanding of how well individuals, groups and the whole school is doing and to hold teachers to account, as well as to plan centrally-run interventions and teacher support to address underperformance
- by governors to develop an understanding of how groups then whole school is doing and to hold the headteacher to account
- by Oxford Diocesan Schools Trust (ODST) to develop an understanding of how groups then whole school is doing and to hold the school to account

Arising from this, an annual action plan with implications for policy, planning and practice is formulated as part of the School Improvement Plan.

Record Keeping and Transfer of Records

It is the assessment information that marks significant steps forward in children's learning that need to be recorded as an ongoing or formative record. Our main record of this is the child's record within Target Tracker.

For each child there is an individual information folder held centrally (main office). This folder contains the following information:

- Transfer forms
- Annual reports
- Key Stage 1 National Test results
- Pupil Profiles and/ or Education and Health Care Plans for children with Special Educational Needs

Where a child joins the school in Key Stage 1 or above, we request the transfer of the pupil's records and assessment data. In addition, we assess all children on entry to ensure accurate starting points, which facilitates target setting.

Special Educational Needs

Special Educational Needs records are kept for children on the Special Educational Needs Register. These records detail any concerns, the specific action to be taken and specific targets related to areas of weakness. Parents are informed when each termly review takes place and arrangements are made for the class teacher to discuss the plan with the parents. Records are kept in pupil files and with the class teacher.

More Able Pupils

Individual teachers identify children who are deemed to be more able in one or more areas and plan for these children accordingly. Formative and summative assessments monitor pupil progress and indicate whether children are achieving their full potential.

Target Setting

Targets are set with the governing body each year for the school's end of Key Stage results. Individual teachers set targets in Maths and English for the whole class, groups or individuals and these are reviewed and changed when appropriate.

National and local data is used to provide a realistic comparison with other schools and analysis of the information will begin to inform decisions about what to include in the co-ordinator action plans and the School Improvement Plan.

Reporting to Parents

Individual parent discussions are held in the Autumn and Spring terms to enable teachers to discuss a child's progress with their parents.

Each term teachers provide parents with a termly report. This details the child's level of attainment and progress across the year so far.

A full written report for every child is produced at the end of every school year and is a record of curriculum coverage, achievement and future targets. Reports are sent to parents in July and in EYFS, Year 2 and Year 6 these are accompanied by Early Years Foundation Stage/National Curriculum End of Key Stage Assessment results.