**Caerleon Lodge Hill**

**Primary School**

**Policy for**

**Assessment, Recording and Reporting**

**March 2013**

**Date agreed:** ;

**Reviewed**:

**Current Version**

**Reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_\_\_\_

**CAERLEON LODGE HILL PRIMARY SCHOOL**

**Mission Statement**

Working together, learning together on our journey to success.

**Caerleon Lodge Hill Primary School**

**Policy for Assessment, Recording and Reporting**

This policy refers to the assessment, recording and reporting (A.R.R.) of children’s achievements throughout the school. It supports and promotes inclusion and equality. This policy reflects the whole school approach to A.R.R. and has been discussed with staff and agreed by the Governing Body. The implementation of the policy is responsibility of all practitioners in the school learning community. Policy and practices will be reviewed in line with the School Improvement Plan.

**Rationale**

Assessment, recording and reporting are necessary to monitor, measure and evaluate individual, group and whole school standards of attainment. Together these help secure continuity and progression in learning throughout the whole primary school.

Two types of assessment are undertaken- they are Assessment for Learning and Assessment of Learning. Both types of assessment serve very important roles in informing the learner, teacher and parent about progress made. The information gained will show where a learner currently is and where a learner needs to go and how to get there.

Recording and reporting effectively to parents and other interested parties sets targets for the future which helps the child’s progress and strengthens the links between home and outside agencies.

**Aims**

* Assessment aims to be an integral part of a child’s learning
* Assessment leads to more focused and appropriate teaching
* Assessment enables each child to achieve his/her potential

**Why Assess?**

* To provide regular and purposeful feedback to individual pupils and to involve them in self-assessment resulting in an understanding of their way forward.
* To celebrate success and to develop confidence and self-esteem and to foster motivation
* To identify achievements and needs of individuals, specific groups and whole school
* To evaluate the performance of children against themselves, their peers and national expectations
* To inform future planning
* To ensure that work is appropriately matched to the child’s ability
* To support judgements
* To provide a basis for discussion and review for all stakeholders
* To raise attainment
* To foster continuity and progression across the year group and school

**Types Of Assessment**

**Assessment for Learning**

This gives the pupils up to date information about their progress through the curriculum. It will give the learner an understanding of where they are, where they need to go and how to get there**.**

Assessment for Learning is used throughout the school – this includes:

* Observations of children
* Sharing learning objectives with the children (WALT/WILF)
* Ensuring that the success criteria is made clear
* Responding to the children’s work focusing on learning objectives/success criteria and identifying what they have done well and their possible next step
* Setting individual targets for learning and encouraging parental support and involvement where appropriate
* Close the Gap marking
* Self-evaluations and peer assessment
* Monitoring and using children’s responses to assess learning and identify next step
* Topic clouds used to show children’s knowledge at the start of a topic and at end of topic to indicate what they have learnt
* Topic evaluations in Key Stage 2

Teachers will make judgements which are shared with the children as part of the schools work on Assessment for Learning. These judgements are then used to help inform future lessons and can be adopted by the child as an ongoing target

**Assessment of Learning**

Assessment of learning takes the form of a variety of tests and tasks given to the pupils as they progress through the school. The results and data arising from the tests are recorded, analysed and tracked as the child moves through the school. Teachers and managers use the results in conjunction with other types of assessment to judge a child’s progress and make plans for future improvements.

Pupil tracking using SIMS.net identifies all assessments made of the children’s level of achievement across the curriculum.

**Strategies For Assessment Include:**

* Monitoring and evaluating children’s work
* Recording children
* Photographs of finished work and process involved
* Listening to learners
* Observing children which may include taking notes and annotation of work
* Questioning either by teacher or child
* Pupils reporting to others
* Tests, formal or informal

To help inform this level of attainment we use:-

**Foundation Phase**

* Child Development Assessment Profile (CDAP) Baseline Assessment
* Individual Pupil Profiles
* Wellbeing assessment
* Teaching Talking assessment – Autumn and Summer
* Testing in maths includes: RM Snapshot and ALFIE
* Testing in language and literacy includes: PM Reading Benchmarking, NGRT Reading, SWRT (Single Word Reading Test)
* Pupil tracking using SIMS.net
* Statutory WAG assessment – literacy and numeracy

**Key Stage Two**

* Year 4 CATS tests
* Ongoing teacher assessment (against school portfolio and National Curriculum levels of attainment)
* Testing in maths includes: NFER, Alfie and WAG optional assessment materials.
* Testing in language and literacy includes: PM Reading Benchmarking, Suffolk Reading, Salford Reading, NGRT Reading, , SWST(Single Word Spelling Test) and WAG optional assessment materials
* Statutory WAG assessment – literacy and numeracy
* Wellbeing assessment
* Wellbeing assessment

For frequency of above testing refer to Appendix 1 and Appendix 2

All the above data is entered on SIMS assessment manager which allows teaching staff, AENCO, and the Leadership Team to identify children who are underachieving or under-attaining. Appropriate intervention can then be put in place.

Copies of class tracking sheets are also kept by individual class teachers.

School portfolios are used to help make consistent judgements against national attainment targets.

There is also a cluster moderation in Literacy, Numeracy, Welsh and Science. This takes place each year and supports and strengthens teacher assessment.

**Recording**

Sufficiently detailed and accurate records and evidence of pupils’ academic, personal and social achievements should be kept to satisfy the purposes outlined below. The information retained should be useful, manageable and sufficient to inform later judgements and comments.

**Aims**

* To assist in the process of regularly reviewing pupils’ progress and setting appropriate targets for the future
* To help teacher chart the child’s progress through the age appropriate curriculum
* To help teachers evaluate the effectiveness of their teaching programmes and influence lesson planning or long term curricular planning
* To assist continuity and progression when pupils move from school to school or change teaching groups.
* To assist in the process of placing pupils in teaching groups according to agreed school criteria.
* To maintain useful and relevant information about pupils’ personal and social development
* To provide a secure base for reporting attainment and achievement to pupils, parents and others
* To ensure that all other statutory reporting requirements can be satisfied

**Methods Of Recording Used At Lodge Hill Include:**

* **The Key Stage Portfolio**

The staff at Lodge Hill are currently working to update portfolios of evidence in all curriculum areas in Key Stage 2 and all areas of learning in the Foundation Phase.

The completed portfolios will consist of samples of work, including photographs. These have been assessed and agreed by all relevant staff and demonstrate the standards used by the school when making judgements.

As well as providing a useful reference point for all teachers within the school, it will show the school’s judgements in relation to National Standards.

The evidence used will reflect a range of pupils in all classes and will indicate levels of attainment and where necessary show justification for judgements made.

‘Portfolio meetings’ are built into the school’s programme of staff meetings.

* **Individual Pupil Tracking / Target Sheets**

This tracking/target setting sheet reflects evidence of achievement for individual children. Information recorded on this sheet is based upon work completed by the child and assessment activities, which will be marked and annotated, indicating the way forward for the individual, in the children’s individual workbooks. These books will be retained as evidence.

The function of these tracking sheets is to:

* Allow the teacher to demonstrate the assessment judgements for each child.
* Allow the teacher to identify targets for individual children working in conjunction with all staff involved.
* Assist with forming summative judgements for teacher assessment purposes.
* Provide a useful basis for discussing progress with parents and teachers.
* Provide clear, concise information on the child’s performance throughout their time at the school and thus, aid continuity and progression when pupils move from school to school or change teaching groups.

All assessment /tracking data is recorded regularly on SIMS. Net to create a whole picture of each child as they progress through the school.

**Foundation phase**

Individual profiles are completed for every child in the Foundation Phase. Individual’s performance in all areas of learning are recorded on a termly basis. These documents inform the outcome levels on the tracking sheets compiled for individuals by the foundation phase staff and will be forwarded to their next class teacher at the end of the year. These documents also form the end of year reports for parents.

The Child Development Assessment Profile is carried out in Nursery and Reception for every child within 6 weeks of their entry into the setting.

* **The Children’s Books**

The children’s books are an invaluable record of the work undertaken and progress made.

They provide a secure base for reporting attainment and achievement, assist with continuity and progression as a child moves through the school, allow teachers to chart progress through the foundation phase skills framework and allow both teacher and pupil to set targets for future development.

Teachers mark books in line with school’s marking policy and review work with the children to allow targets to be set together.

Teachers mark work using age appropriate language and clearly identify something that the child has done very well and a clear next step for the future. This assessment process should involve both child and teacher.

* **Reading Records**

Individual Records

Within the Foundation Phase Individual reading records may be kept for children where necessary, prior to them joining a reading group. These are kept and maintained by the class teacher. They show the child’s progress through the reading scheme and flashcard groups and allow the teacher to make both formative and summative comments about the child’s reading.

Group Reading Records

The group reading record sheet allows for comments on an individual’s progress within the group.

The record sheets are completed by the adult hearing the group read and are scrutinised and organised by the Language Co-ordinator, allowing children to be placed within an appropriate group for their level of ability. This record is kept centrally so that all teaching staff can reference it as required

* **Tasks And Tests**

A range of more formal tasks and tests are completed during the child’s time at Lodge Hill Primary School, which run alongside the class based assessments.

**Foundation Phase**

* Child Development Assessment Profile (CDAP) Baseline Assessment
* Individual Pupil Profiles
* Wellbeing assessment using the Leuven scale as guidance
* Teaching Talking assessment – Autumn and Summer
* Testing in maths includes: RM Snapshot and ALFIE
* Testing in language and literacy includes: PM Reading Benchmarking, NGRT Reading, SWRT (Single Word Reading Test)
* Pupil tracking using SIMS.net
* Statutory WAG assessment – literacy and numeracy

**Key Stage Two**

* Year 4 CATS tests
* Ongoing teacher assessment (against school portfolio and National Curriculum levels of attainment)
* Testing in maths includes: Alfie and WAG optional assessment materials.
* Testing in language and literacy includes: PM Reading Benchmarking, Suffolk Reading, Salford Reading, NGRT Reading, SWST(Single Word Spelling Test) and WAG optional assessment materials
* Statutory WAG assessment – literacy and numeracy

For frequency of above testing refer to Appendix 1and Appendix 2

The results of these tests are used to monitor a child’s progress, help staff review their teaching and planning, and to help staff look for trends and set targets for the future.

**Making Judgements at the End of Key Stage**

At Lodge Hill we use a range of sources to make teacher assessments at the end of key stage. This allows the staff to confirm judgements, on the basis of existing knowledge and records kept over a period of time and not to have to assemble further evidence or to have to assess pupils afresh.

The following sources are used.

* The children’s books
* The assessment activities chosen over the course of the year.
* The whole school portfolios
* Previous school reports

**Monitoring and Evaluation**

Consistency in teacher assessment helps to make sure that, when judgements are made, there is fairness for pupils across classes within the school. It gives the Headteacher, Governors, teachers, parents and pupils confidence in the validity of the judgements reached over the period of time the child is with us in the school.

The following methods are currently used in order to check that judgements continue to be consistent and accurate.

* Regular moderating meetings, as a whole staff to compile whole school portfolios.
* The use of the senior management team (SMT) to review planning.
* The use of SMT to review the retention of evidence and to evaluate the effectiveness of marking in school.
* Termly meetings for all co-ordinators to monitor and review work undertaken. The School Improvement Plan will highlight areas of focus each term.
* Using standard assessments as performance indicators to look at trends within the school.
* The setting of end of key stage targets for pupils.
* Samples of work will are moderated by LA at the end of key stage

**Reporting**

Reporting procedures promote communication about a pupil’s learning and achievement across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets.

At Lodge Hill Primary

* Reports provide an accurate statement of the achievements of the pupils;
* Reports are presented in a clear, straightforward language, free of jargon;
* Reports are as encouraging and constructive as possible and have a positive effect on pupils’ attitudes, motivation and self-esteem;
* Reports identify the individual’s strengths and areas for development;
* Reports set targets for the future to help the child progress;
* Reports aim to further strengthen the partnership between home and school;
* Reports provide an opportunity for parents to discuss their child’s progress with the appropriate teacher.

**Reporting To Parents**

Parents are invited to attend Parental consultations in the Autumn and Spring Term. Parents are also given the opportunity to discuss their child’s report during a consultation in the Summer term.

Teachers are also available for consultations throughout the school year should a parent wish to discuss an issue concerning their child.

The Headteacher is usually available for emergency consultations and will always be available by appointment.

Reports in the Foundation Phase include information in all areas of development and will highlight strengths and particular achievements together with targets for future development. Foundation Phase reports will include comments made each term to indicate the child’s progress throughout the year.

Reports in Key Stage Two are written and presented towards the end of the academic year. The report will provide reasoned analysis of the child’s overall achievement in all curriculum areas with reference made to the key skills met and the content of work covered. Comments are also made relating to personal, social and behavioural skills and attitudes with targets given for the next academic year.

Pupils in key stage 2 are given the opportunity to write about how they feel they have achieved during the year.

Parents are given the opportunity to make a comment about their child’s school report.

Curriculum Evenings are held once each year to help develop the parents’ understanding of the teaching and learning across the primary school.

**Reporting To Other Schools**

When a child moves to a new school at the end of a year their report and any assessment results will also be passed onto the school.

Should a child change schools during their time at Lodge Hill Primary School, their current books will either be sent home with their parents or sent to the new school along with the teacher’s latest assessment of the pupil’s progress.

A tracking sheet is completed for every child from baseline assessment in Nursery onwards using SIMS.net. Information collected can be used to inform any relevant stakeholders.

Appendix 1

Foundation Phase Tracking - Termly Overview

Nursery

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PSWBCD Baseline  |  MD Baseline  | L.L.C. Baseline  | MD - Outcome level | PSWBCD – Outcome level | LLC - Outcome level  | KUW - Outcome level | CD – outcome level | PD – Outcome level | WLD – outcome level |
| Autumn Term |  |  |  |  |  |  |  |  |  |  |
| Spring Term |  |  |  |  |  |  |  |  |  |  |
| Summer Term |  |  |  |  |  |  |  |  |  |  |

Appendix 2

Foundation Phase Tracking - Termly Overview

Reception

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PSWBCD Baseline  |  MD Baseline  | L.L.C. Baseline  | MD - Outcome level | PSWBCD – Outcome level | LLC - Outcome level  | KUW - Outcome level | CD – outcome level | PD – Outcome level | WLD – outcome level | PM Benchmark |
| Autumn Term |  |  |  |  |  |  |  |  |  |  |  |
| Spring Term |  |  |  |  |  |  |  |  |  |  |  |
| Summer Term |  |  |  |  |  |  |  |  |  |  |  |

Appendix 3

Foundation Phase Tracking - Termly Overview

Year One

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | MD - Outcome level | PSWBCD – Outcome level | LLC Reading - Outcome level  | LLC Writing - Outcome level | LLC Oracy - Outcome level | KUW - Outcome level | CD – outcome level | PD – Outcome level | WLD – outcome level | PM Benchmark | Reading Age |
| Autumn Term |  |  |  |  |  |  |  |  |  |  |  |
| Spring Term |  |  |  |  |  |  |  |  |  |  |  |
| Summer Term |  |  |  |  |  |  |  |  |  |  |  |

Appendix 4

Foundation Phase Tracking - Termly Overview

Year Two

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | MD - Outcome level | PSWBCD – Outcome level | LLC Reading - Outcome level  | LLC Writing - Outcome level | LLC Oracy - Outcome level | KUW - Outcome level | CD – Outcome level | PD – Outcome level | WLD – outcome level | Science – outcome level | PM Benchmark | Reading Age | NGRT Reading | RM Snapshot | NFER English  | NFER Maths |
| Autumn Term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring Term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summer Term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Appendix 5

Name:

|  |  |  |  |
| --- | --- | --- | --- |
| **SEN Yr3** | **SEN Yr4** | **SEN Yr5** | **SEN Yr6** |
| Action Action Plus Statement | Action Action Plus Statement | Action Action Plus Statement | Action Action Plus Statement |
| **CAT Scores**  | **Year 4 Only**  | **Verbal:**  | **Quantitative:**  | **Non Verbal:**  |
| **ALFIE Scores** | **Yr3** Autumn  | **Yr3** Summer  | **Yr4** Autumn | **Yr4** Summer | **Yr5** Autumn | **Yr5** Summer | **Yr6** Autumn | **Yr6** Summer |
| **Yr2** NNT Procedural:  | **Yr3** NNT Procedural:  | **Yr3** Progress:  | **Yr3** NNT Procedural: | **Yr4** Progress:  | **Yr3** NNT Procedural: | **Yr5** Progress:  | **Yr3** NNT Procedural: | **Yr6** Progress:  |
| **Yr2** NNT Reasoning:  | **Yr3** NNT Reasoning:  | **Yr3** Progress:  | **Yr3** NNT Reasoning: | **Yr4** Progress:  | **Yr3** NNT Reasoning: | **Yr5** Progress:  | **Yr3** NNT Reasoning: | **Yr6** Progress:  |
| **FFT Pred:** | **Yr2** **T.A:**  | **Yr3 Autumn AT2** Number and Algebra | **Yr3 Spring AT3**Shape, space and Measure | **Yr4 Autumn AT1**Using and Applying | **Yr4 Spring AT4** Handling Data | **Yr5 Autumn AT2**Number and Algebra | **Yr5 Spring AT3**Shape, space and Measure | **Yr6 Autumn AT1** Using and Applying | **Yr6 Spring AT4** Handling Data |
| **SWST Scores**  | Yr3 Autumn | Yr3 Spring  | Yr3 Summer | Yr4 Autumn | Yr4 Spring | Yr4 Summer | Yr5Autumn | Yr5 Spring | Yr5 Summer | Yr6 Autumn | Yr6 Spring | Yr6 Summer |
| **SWRT Scores**  | Yr3 Autumn | Yr3 Spring | Yr3 SummerIntervention | Yr4 Autumn | Yr4 Spring | Yr4 SummerIntervention | Yr5 Autumn | Yr5 Spring | Yr5 SummerIntervention | Yr6 Autumn | Yr6 Spring | Yr6 SummerIntervention |
| **Yr2** NRT: | **Yr3** NRT: | **Yr3** Progress: | **Yr4** NRT: | **Yr4** Progress: | **Yr5** NRT: | **Yr5** Progress: | **Yr6** NRT: | **Yr6** Progress: |