



Stanbridge Lower School

ASSESSMENT, RECORDING AND REPORT **ACHIEVEMENT**

Reviewed September 2016

1. RATIONALE

- 1.1 We believe that the assessment process helps us to develop teaching and learning strategies which enhance pupils' learning.
- 1.2 It enables us to provide appropriate and differentiated activities for all pupils whatever their ability and address their gaps in learning.
- 1.3 It also provides the evidence required to make judgements about progress which can be shared with all those who have an interest in the education of the pupils.
- 1.4 It supports teachers, children and parents in their own assessment of needs and for setting targets for development and addressing gaps in learning/next steps in development.

2. PURPOSES

- 2.1 The purposes of assessment, recording and reporting are largely concerned with the development of effective teaching and learning.
- 2.2 It provides quality information for pupils, teachers, parents and governors to use to develop children's abilities.
- 2.3 It also provides the evidence needed to support the target setting decisions taken by the school.
- 2.4 It gives teachers, children and parents a basis to inform and plan for future learning needs.

3. TYPES OF ASSESSMENT

- 3.1 **Summative Assessment:** records and reports the current position of the pupil in respect of the curriculum or personal development. The nature of the record should recognise that the audience is often someone other than the teacher and, therefore appropriate language should be used. Teachers keep records on individual pupils which they can use to generate reports for outside agencies, the curriculum and performance monitoring committee from the Governing Body, other teachers and the annual report to parents.
- 3.2 **Diagnostic Assessment:** detects strengths, weaknesses and learning difficulties. Specific action in the form of individual education plans (IEPs) support work or extension activities may be instituted as a result of the assessment. The SEN policy, the Gifted and Talented Policy and the SENCO play a key role in supporting teachers in their assessments.

3.3 Formative Assessment: involves discussions between teachers and pupils which gives pupils a sense of purpose and direction. It is a continuing process which encourages independent learning by involving pupils in review, reflection and making informed decisions about setting realistic targets. We aim to support pupils with helpful comments targeted at improvement through our marking.

3.4 Evaluative Assessment: provides information regarding the effectiveness of the curriculum, teaching and organisation; assisting planning for continuity and progression. Teachers evaluate lessons regularly. A termly planned programme of monitoring and evaluation is set by the Head Teacher, feedback from which is used to identify the success and effectiveness of the pupil's performance and to the school as a whole.

3.5 The four strands of assessment link together. The child in the classroom needs to know how she/he is doing, what they have to do and how to move forward to the next stage. The pupils need to be involved in their own learning and have the assurance that the teacher will provide the encouragement and practical assistance necessary.

4. ASSESSMENT AT STANBRIDGE

4.1 Throughout the school the framework for assessment starts in the classroom. Teachers assess the work of individual pupils against the criteria set out in the Programmes of Study and the National Curriculum.

4.2 Teachers are responsible for making and recording judgements accessible to the school in such a way as to help the child to improve. They make and record assessments and evaluations of their lessons and use these to inform their future planning. These are recorded onto Classroom Monitor where gaps in learning can be identified and acted upon to improve achievement and progress.

4.3 Short term planning sheets in Literacy and Numeracy are used for lesson evaluations. Teachers will keep individual records on pupil's progress on Classroom Monitor.

4.4 Reading, Writing, Maths and Curriculum profiles are kept for each child as they progress through the school. These are based on assessments made by the teacher three times a year.

4.5 Outcomes from the profile assessments are recorded onto Classroom Monitor and where the Head Teacher tracks and analyses achievement and progress for each year group and the whole school.

4.6 Each class teacher has a whole school data file comprising of reading, writing and maths results, tracking sheets and reading ages. These are updated termly after assessments have taken place.

4.6 Child speak targets for reading, writing and maths are then set each term, based on the outcomes of these assessments

4.7 Each child has an individual Record of Achievement which is updated each term by the class teacher and child concerned.

4.8 Teachers will:

- Record assessments on individual profile sheets and enter these results onto Classroom Monitor.

- Use Classroom Monitor to identify gaps in learning, and address the gaps in planning for core and foundation subjects.
- Set individual targets with children, using peer conferencing and test results as a basis for this.
- Share and review targets with children on "Target Tuesdays" which happen once a month.
- Share and review targets with parents during the parent consultations each term.

4.9 External Assessments include:

- EYFS Profiles for the Foundation Stage children
- Year 1 Phonics Test
- SATs for Year 2 and informed teacher assessment based on evidence collected.

4.10 In addition we use the following methods to assess groups of children at Stanbridge eg SEN/Traveller children.

- Initial entry profiles
- Investigations
- Provision mapping

4.11 Pre-school children are assessed across their time in school using an informal approach. We recognise that at no time must the children be sat down and assessed formally. All assessment observations should take place through day to day play and activities and be co-ordinated by the Pre-school Leader. Assessments for Pre-school are recorded using the Pre-school Assessment Profile.

4.12 At the end of each academic year teachers use the evidence collated in Classroom Monitor to generate and write a summative report for each individual child, a copy of which is kept in each child's individual records file.

5. AGE RELATED EXPECTATIONS AND EXPECTED PROGRESS IN LEARNING

5.1 Appendix 1: The chart in Appendix 1 shows the age related expectations for each year group. Stage relates to the year group. Eg. Stage 1 = Year 1. The chart shows "expected and more than expected progress" at Stanbridge and this is the standard that all teachers are expected to achieve when teaching their pupils. This demonstrates that we have high expectations of all groups of learners at Stanbridge.

6. SETTING ARRANGEMENTS

6.1 Children in Reception, Year 1 and Year 2 classes are not set. Children in Year 3 and 4 are mainly grouped in their Year group, but we recognise that if a child has received little or no education then it is seen as good practice to set them according to their ability thus enabling them to build on their existing knowledge and address their gaps in learning.

6.2 The majority of children will be studying their year group curriculum, but we recognise that some may exceed the age related expectations for their year group curriculum and would benefit from the challenge of learning alongside older children where they can explore the depth of concepts more fully.

7. REPORTING

7.1 Annual Reports for individual children are the responsibility of their class teacher and are shared with parents in the summer term.

7.2 All reports follow the same format.

7.3 On transfer to middle school the Year 4 teachers are responsible for following the agreed transfer and liaison process within the local area.

8. SUMMARY

We recognise that:

- We must use and interpret our assessments in a way that enables us to use our skills, knowledge and understanding to match appropriate educational experiences to the pupil's ability. Thus challenged, pupils will be able to learn and progress.
- After teaching pupils, we will evaluate their success; record their strengths and weaknesses and use these indicators to plan carefully future lessons, targets and learning.
- These processes will allow us at Stanbridge Lower to continue to nurture every aspect of a child's personality; intellectual, creative, emotional, physical and spiritual.

9. REVIEW

The school's policy will be reviewed when:

- When 2 years have elapsed..
- If there has been a significant change in the staff or pupils at Stanbridge Lower School.
- In the light of new Government initiatives
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R J GODWIN
HEADTEACHER
Sept 2016

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.

