



## Assessment, Recording and Reporting Policy Burlais Primary School

*“Working Together Learning Forever”*

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to the Articles 12, 28-31.

### **Introduction**

This policy statement is the outcome of whole school meetings, reviewing school procedures and discussions about the developments in teaching, learning and the role of assessment.

At Burlais Primary School the main purpose of assessment is to help children progress. Continued monitoring gives a clear picture of how each child is doing. It is important that the teacher knows what skills have been acquired and what concepts have been understood. Assessment enables teachers to consider their teaching strategies and shapes their future planning. One of the outcomes of our assessments is that children raise their own expectations, celebrate their own achievements and increase their self-motivation.

In Burlais Primary School, we strongly believe that Assessment for Learning is part of an essential framework for pupil development and achievement. It is an integral part of our everyday teaching and learning experiences and pupils are encouraged to be part of the process at all stages. Effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows

us to base our planning on knowledge of the pupils. We aim to give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **Aims and Objectives**

The aims and objectives of Assessment for Learning (formative) and Assessment of Learning (summative) in our school are:

- To endeavour to achieve the highest possible academic standards for each and every one of our pupils, perceiving each child as an unique individual who is entitled to the very best opportunities we can offer
- To make assessment an essential part of teaching and learning
- To enable pupils to develop confidence in using Literacy and Numeracy, and ensuring appropriate emphasis on both, so that they will have successful access to the whole curriculum.
- To share learning goals with children
- To assure good practice
- To involve pupils in self-assessment and self-evaluation
- To involve both the teacher and pupils (self and peer) in reviewing and reflecting on assessment information
- To use the process of target setting
- To foster an open, honest proactive culture in which issues of both success and concerns are addressed in a proper, professional manner.
- To allow teachers to plan work that accurately reflects the needs of pupils
- To value parents as partners in their children's education so that they can be enabled to understand and support their children's education, where possible by active involvement or closer school guidance and communication.
- To provide information for subsequent teachers
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.

## **Purposes of Assessment**

Assessment is carried out for the following reasons:

- Monitoring our children's progress in order to help them develop
- Diagnosing our children's strengths and needs
- Providing information for pupils, teachers and parents
- Identifying pupils in need of additional support
- Planning appropriate teaching and learning strategies
- Evaluating current policies and our practices
- Determining group organisation
- Revealing achievement and under achievement
- Target setting for improvement
- Providing a baseline for progression
- Motivating children

## **How we assess**

Two distinct types of assessment are identified and used in our school.

These are:

Assessment for Learning (AfL) and Assessment of Learning

- Assessment for Learning helps to identify the next steps needed to make progress. It takes account of pupil strengths as well as their weaknesses. Assessment for learning essentially promotes future learning.
- Assessment of Learning is more associated with judgments based on scores or levels for summative purposes. Assessment of learning describes and labels past learning.

## **Formative Assessment**

Formative assessment is a powerful way of raising pupils' achievement. It enables the learner and the teacher to understand what progress has been made and what goals should be set for further learning.

We believe that to improve learning and teaching, assessment must be essentially formative in both function and purpose, putting the children at the centre of the process. With this in mind we aim to embed formative assessment within our day-to-day teaching.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning

- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of targets for class, group and individuals
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

### **Summative Assessment**

Summative assessment is important for informing both parents and teachers of a child's attainment and progress, whilst also helping to track aspects of the progress of individuals through the school. Formal assessments can provide information to help us to group children according to ability where appropriate.

The statistics, which are produced as a result of summative assessment, can also enable us, as a school, to compare standards achieved with other similar schools, inform whole school target setting and predict a cohort's future attainment.

Summative assessments:

- identify attainment through standardised tests at any given time
- record performance in a specific area on a specific date
- provide age standardised information
- provide information about cohort areas of strength and weakness

Pupils (Y1-Y6) undertake a number of tests (as appropriate to need). These include Reading and Spelling to establish baselines and progress. During the year, pupils from Year 2 - Year 6 take part in the National Tests for Numeracy (Reasoning and Procedural) and Literacy (Reading).

At the end of Year 6 all relevant information is collated and passed on to the appropriate Secondary School.

### **Planning for Assessment**

We use our school's learning and teaching policy to guide our teaching.

We have used the new curriculum to guide our planning . However in addition to this we also use the National Literacy and Numeracy

Frameworks and LA Schemes to support our teaching. We use Taith 360 and the assessment guidance provided by LA and WG to help us identify each child's attainment.

We endeavour to plan our lessons with clear learning objectives and these are shared with pupils and clearly presented at the beginning of each lesson (where appropriate). We base these upon the teacher's knowledge of pupils. We strive to ensure that all tasks set are appropriate to the children's levels of ability. At the end of lessons and whole projects objectives are revisited and discussed with the children.

Teachers assess key skills as part of the assessment processes already established within the school. Progress in key skills is often recognised through the award of certificates and silver stars, which form part of the reward system in our school.

### **Target Setting**

Targets can be school, class or individually based.

We review the progress of each child termly.

We also set targets with pupils in other areas of work in the school. We encourage the children to set targets that are linked to their individual working habits. The children sometimes record targets themselves. We use Two Stars and a Wish to inform children of their targets. Teachers have various methods of recording, including; wall displays, books, I-pads,, class charts. The teacher and child review these on a regular basis. Targets aim to be challenging but realistic and achievable in a reasonable time frame.

Targets set can refer to learning objectives or evidenced from children's individual work. Evidence of progress can be seen in the marking of work. It is of vital importance that all targets set have clear criteria and a focus so that the children are fully aware of what is expected of them.

Pupils with Additional Learning Needs have targets set. The setting of these targets involves the ALNCo, class teachers, TA's, children and parents.

## **Learning Objectives**

We believe that effective assessment of learning is dependent on learning objectives being clear to both learners and teachers. Teachers assess the achievements of pupils against learning objectives. Likewise, pupils are also encouraged to assess themselves against learning objectives for the lesson. Learning Objectives (LO) and Success Criteria (SC) are used to display the lesson focus, particularly with our older children. Learning Objectives are sometimes presented as an open question allowing the children reflect upon what they are learning as a lesson progresses.

## **Feedback to pupils**

We believe that the feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We give children verbal feedback on their work wherever possible. This is usually done when the children are working. As a staff we always ensure we explain fully to the children the next steps needed to achieve their next target. We also have feedback at the start of the next lesson. When lesson time does not allow detailed feedback, we write comments on the children's work during marking. We give written comments to children of all ages. (See Marking Policy)

We encourage the children to make comments about their own work and the work of fellow pupils using agreed success criteria. This self and peer marking is an important tool in raising standards.

All feedback is directly related to their performance against the Learning Objective identified. It also focuses on the quality of children's work, celebrates their achievements and gives advice on what the child can do to improve future work.

Where appropriate, good examples of pupils' work are shared with the whole class. This enables pupils to understand what is expected of them. Please see our marking policy for further information on this.

## **Self-Assessment and Peer Assessment**

As part of our commitment to helping children to form good learning habits, we encourage pupils to reflect on their own learning. We believe that it is essential that children learn to gradually become more able to talk honestly about their own learning as they get older.

Pupils are regularly asked to assess their own progress against stated learning objectives and against their personal targets. This needs to be modelled for children from an early stage so that they feel able to acknowledge their achievements and strengths while at the same time identify areas in which they feel less confident and need to improve.

We believe that children can begin to engage in informal peer assessment in primary school. As with self-assessment, giving feedback to peers is a difficult skill and so it's modelled initially. In the Juniors, children are given guidance as to exactly what aspects of other children's work to focus upon. Children become more skilled in peer assessment as they move through the school. In the Foundation Phase, peer assessment is undertaken verbally and informally recorded, which is guided by the class teacher.

## **Records and record keeping**

Teachers use records to review learners' progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Teachers planning.
- Children's work.
- Teacher's notes.
- Teachers mark books
- Taith360
- Assessment results.
- National data.
- Portfolios
- End of year reports.
- Tracking Sheets

We aim to make marking as positive and as effective as possible.

## **Reporting to parents**

Reports to parents are given verbally at parent's evening twice per year (October and March). A comprehensive written report is provided at the end of the summer term. In this report we identify target areas for the next school year. We provide information on all Areas of Learning and Experience. The reports are written in a clear, straightforward manner and personal to the child. While supportive and constructive comments are made for every child, where there are difficulties this is communicated explicitly to parents from an early stage. There is an opportunity to discuss their report with the class teacher (July).

Within the annual report to parent, we also include a space for parental feedback.

In addition to these we operate an open door policy at Burlais Primary so if a parent needs to discuss progress or has any concerns a time can be arranged which is mutually convenient.

## **Transition Sheet (pupil review)**

Staff are required to complete a transition sheet for their class during the Summer Term. This sheet allows opportunity for the class teacher to analyse the data from their class in detail and to help set groups for the next academic year. Information from these sheets then help to inform Performance Management Targets set during the year.

**AFL structures which build assessment capacity in the child to improve their own work (our core classroom business)**

<b>Structure</b>	<b>Impact</b>
Growth mind set, understanding learning, no ability grouping other than RWInc	<ul style="list-style-type: none"><li>• Know what learning is</li><li>• Can't do yet culture</li><li>• Praise for achievement and effort, not ability</li><li>• Higher expectations for all</li></ul>
Know LO & co-construct SC	<ul style="list-style-type: none"><li>• Know what is aimed for</li><li>• Prior knowledge more rigorous</li><li>• Immersion in subject matter</li><li>• Key skills shared</li><li>• Pupils' ideas collated and used</li></ul>
Effective talk and questioning, prior knowledge lesson starts, ongoing	<ul style="list-style-type: none"><li>• Greater thinking and responses to questions</li></ul>



individual questioning, random talk partners, no hands up, mixed ability	<ul style="list-style-type: none"> <li>• Improved involvement and ownership of learning</li> <li>• Monitors understanding</li> </ul>
Analysis of good/poor examples	<ul style="list-style-type: none"> <li>• More likely to apply excellence</li> </ul>
Mixed ability	<ul style="list-style-type: none"> <li>• Using pupils as resources</li> </ul>
Walkabouts with help	<ul style="list-style-type: none"> <li>• Efficient interventions</li> </ul>
SNOT	<ul style="list-style-type: none"> <li>• Increased self-reliance</li> </ul>
Visualiser stops	<ul style="list-style-type: none"> <li>• Models excellence and improvement</li> </ul>
Peer coaching	<ul style="list-style-type: none"> <li>• LA more likely to understand, HA more likely to extend understanding</li> </ul>
Self- assessment	<ul style="list-style-type: none"> <li>• Improvements owned by the pupil</li> </ul>
Cooperative improvement	<ul style="list-style-type: none"> <li>• Two heads better than one</li> </ul>
Teacher response marking	<ul style="list-style-type: none"> <li>• Develop pupils' learning and monitors attainment</li> </ul>
Differentiated challenges, choices, growth mind set ethos	<ul style="list-style-type: none"> <li>• Allows teacher/pupil control over appropriate learning level</li> </ul>

### **Monitoring**

The assessment leader and the Senior Management Team are responsible for monitoring the implementation of this policy.

### **Evaluation and Review**

This policy will be reviewed regularly

All staff will be included in the review process.

Policy Date - May 2016

Last review -March 2024