

Kenmore Park Junior School



Policy for Assessment, Recording and Reporting Assessment

Rationale

Kenmore Park Junior school embraces a wide range of assessment and welcomes the opportunity to show the quality of the curriculum offered and its impact on pupils in the broadest sense.

We believe the key purpose of assessment is to move children on in their learning.

Continued monitoring of each child's progress gives a clear picture of what each child is doing, their progress and potential.

What assessment?

All pupils and staff are involved in assessment in some form. Pupils and staff plan and direct assessments, they are also the subject of local and national assessments, e.g. inspections.

It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the LA and the National data sets.

Our assessments will also provide information for others including:

- Parents to show progression/concerns, and involve them in the teaching/learning process.
- Other teachers and staff to help them plan and gain informed views.
- Outside agencies to provide evidence of attainment.
- Special needs Co-ordinator to provide evidence of attainment.

Quantitative assessments may be enhanced by a wide range of qualitative assessments such as emotional and social progress.

We use externally generated data/assessments such as ASP, Fischer Trust and LA indicators as well as our current Assertive Mentoring program.

Planning Assessments

It is important that formative and summative assessments are incorporated into the planning process. Our curriculum plans include an overall map for all subjects and details of its relation to national schemes of work. Half termly and termly overviews are completed and keyed into the intranet/SIMs.

Weekly plans for all subjects are completed by the preceding week.

It is expected that all teachers will keep a daily planning folder for their individual records and for the purpose of sharing plans with other staff. Daily planning folders may direct a teacher to look at plans online/intranet.

Directed time is allocated for staff to plan each week. It is expected that year groups will plan together for topics, and that all staff will support each other through their subjects and expertise. Planning should indicate appropriate assessment opportunities.

Teaching Strategies and Learning Opportunities

We provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need.

Keeping Evidence

A range of evidence is kept in the form of

- Assessment details for each child.
- Teachers markbook/electronic markbook.
- Writing assessments

- Maths information/results
- Foundation subject records/results
- Test results
- Children's books
- Individual plans for specific pupils
- Subject leaders evidence, kept as a portfolio
- Evidence of targets
- Teachers' notes of observations
- Record of interviews with parents
- Class/individual target sheets.

Evidence of Self Assessment

Wherever possible children are involved in self assessment. This can be from target setting throughout the school. Children are expected to contribute to their own reports, target setting and marking.

Formative Assessment

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments

Through:

- Observation
- Discussion
- Hard evidence

Diagnostic Assessment

Staff to help identify strengths and weaknesses of individual children carry out diagnostic assessments.

This is done through:

- Individual programmes of work
- Target setting
- Checklists
- Specific activities/tasks.

These can be linked with support agencies through the SENCo.

Summative Assessment

Summative assessments are used to help us decide what a child can do at a particular time, and can be used to compare performance of groups and individuals.

This is done through:

- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept.
- End of Key Stage results - SATs or mid Key Stage tests
- Norm related tests

Senior managers need to have results of norm-related tests and other records to identify school-based issues. Some of this information will be stored using Assessment Manager. These will include:

- an overall picture through end of year reports
- Baseline Assessment - Sept/Oct
- Specialised tests, e.g. Verbal Reasoning/Salford Reading
- SATs.
- Assertive Mentoring

Recording

Why record?

Recording needs to be ongoing, manageable and useful, not just to be completed for handing in.

The purpose of recording is to:

- Help teachers monitor children's progress - many of our records, for example reading conferences and IEPs are shared with the children. The sharing of these records helps motivate the children.
- Recognise achievement and celebrate this with the child. This can be achieved through target setting and our 'good work' assembly.
- Aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.
- Note strengths and weaknesses
- Document evidence
- Inform planning
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - LA
 - Government
- Provide a summary for discussion, and informs verbal and written reports

Audience - Who can see the results?

Pupils need to judge their performance against their peers, norms and other expectations – the school is fully committed to Assessment for Learning.

Parents have the right to see test results and other data on their child/ren. The only exception being certain child protection details as decided by the head teacher.

Current and future teachers/schools to aid smooth transition.

Governors – for school target setting and to check on the delivery of the curriculum.

Specialist staff, e.g. Educational Psychologists, providers of specialist curriculum input, etc.

Local authority and other government agencies.

The school complies with all statutory data reporting requirements.

Policy written by S Murji. 3. 3. 08.

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