

Brynhafren C.P. School

Assessment, Recording & Reporting Policy

Adopted 05-10-22

Reviewed: October 2023

Signed.....Headteacher

Signed.....Chair of Governors

ASSESSMENT, RECORDING & REPORTING POLICY

1. RATIONALE

Assessment is a vital part of teaching and learning and we regard it as fundamental to good teaching. The key purpose of assessment is to move pupils forward in their learning. It provides a framework within which educational objectives may be set and each pupil's progress monitored, evaluated and reviewed. In order for assessment to have the fullest impact on educational development, pupils must be an integral part of the assessment process, with self and peer assessment being an important part of the process.

Assessment in the new curriculum should be seen as assessment *IN* learning and it will be indistinguishable from the learning process

Assessment must be embedded into the day-to-day practices in a manner that engages the learner and makes it indistinguishable from learning. This is assessment '*IN*' Learning. In order to support this the process of whole school progression planning has assessment focus built in.

1:1 What is the main aim of this policy?

- To outline all current procedures and statutory requirements at the school regarding:

Assessment in/for Learning

Standardisation & Moderation

Monitoring & Recording

Reporting

(Note: For clarity, this policy is organised into these four elements.)

1:2 What is the purpose of assessment, recording & reporting in the school?

- To recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences
- To assist with continuity and progression from Reception through to the end of KS2
- To assist with transition within and between stages of learning
- To provide records to share with pupils, parents and other interested parties
- To enable pupils and staff to identify achievements and plan for future progress

- To provide the Head Teacher and Governors with information that allows them to make judgements about the effectiveness of the school
- To meet statutory requirements.

2. ASSESSMENT

2:1 STAFF RESPONSIBILITIES

All teachers have responsibility for the assessment processes that take place within their classes. In addition to this there is a teacher with overall responsibility for assessment across the school, the allocated teacher is Laura Owen.

2:2 ASSESSMENT of LEARNING (SUMMATIVE ASSESSMENT)

Purpose: To find out pupils' skills/knowledge at a specific point in time.

There are some assessments which are completed on an annual timetable due to being required by the LA. These are however kept to a minimum. It is important that these results are not used in isolation as they do not always provide an accurate indication of what a learner is able to do.

These test results are analysed, areas for improvement identified and targets set for individual pupils, groups of pupils, or the class as a whole. This information is shared with Governors in order for LEA/Governors' targets to be set. Results are also shared with the ALNCo to assist with Diagnostic Assessment and provide information to other agencies. These can also be used to target appropriate support and intervention.

2:3 ASSESSMENT in/for LEARNING (FORMATIVE ASSESSMENT)

Purpose: To find out pupils' skills/knowledge over time; To assist teaching staff & pupils in planning 'Next Steps'.

Assessment in/for Learning (AfL) is the process of ongoing and integral teacher assessment throughout the learner's school life. It provides information about each pupil's progress and informs future planning. Assessment takes place with individuals or groups through observation, discussion or recorded work. Through the use of various AfL strategies, pupils are given opportunities to be more involved in their own learning through self-/peer-assessment and setting goals for the future.

On teacher's planning, statements linked to subject skills are included and the names of individual pupil achieving well or conversely struggling are noted following the lesson.

(See Appendix 3 for examples of 'Assessment for Learning' strategies)

2: 4 Baseline assessment

Baseline Assessments are carried out for all children during the first six weeks after entering school. The results from these assessments are used to inform planning, set targets and aid early identification of additional needs.

3. MODERATION

3:1 MODERATION

Moderation is the process by which the staff are able to work collaboratively to come to an agreed assessment of a piece of work. To support this the progression steps are used to identify where, on their learning journey the learner currently is.

This process is carried out half termly and involves all teaching staff and work from across all areas of the curriculum and from all classes. This process enables teachers to agree on where this piece of work sits within the progression steps and allow for identification of next steps
A record of the outcomes of moderation meetings is kept in the Monitoring file.

4. MONITORING & RECORDING

4:1 MONITORING is carried out at the school in order to ensure that policies are put into practice, procedures are followed consistently and planning, teaching and learning are of high standards.

Monitoring at the school includes:

- Lesson observations (annually) carried out by the headteacher and linked to the Performance Management Process
- Shared planning for progression.
- Learning walks
- Wall trawls
- Listening to learners

(Governors are all involved in these aspects of monitoring.)

- *Autumn and Summer support visits from the LA School Improvement Advisor*

4:2 Evidence

The learners and their work provide the best evidence of the learning that is happening within school.

In order to formally track progress a system to track each individual learner will be introduced in the Academic year 2023-24 to replace the previous tracking system. This system will be used to inform planning and next steps and will be completed by all teachers.

Pupil progress meetings take place termly. These are in the form of a meeting between the headteacher and class teacher where individual pupils, impacts of interventions and emerging issues around learning can be discussed. The headteacher keeps records from these meetings and they are stored in the monitoring file.

5. REPORTING

5:1 PARENTS' CONSULTATION EVENINGS

Consultation Evenings take place each term, during which pupils' work and areas for development are shared.

In addition, we operate a system whereby parents are given the opportunity to discuss any aspect of their child's development at any other reasonable time, as and when the need arises.

5:2 ADDITIONAL LEARNING NEEDS *(see ALN Policy for further details)*

Individual /Development Plans (IDPs) are compiled for all ALN pupils termly by teachers, with input from pupils and Support Staff. Meetings are held with the parent and learner to update progress and copies of IDPs are sent to parents, which helps to also inform them of progress and suggest ways to assist their child at home.

IDPs have been phased in across the school for all pupils identified as having Additional Learning Needs as required by the Additional Learning Needs and Educational Tribunal Act 2018.

Person-Centred Reviews are held regarding learners with an IDP and are led by the ALNCo and can involve the Class Teacher, Support Staff, parents and outside agencies, where appropriate (see ALN Policy). Within this system the learner should be at the centre of the process and wherever possible will be involved in this review.

5:3 END-OF-YEAR PUPIL REPORTS

As a statutory requirement, reports are sent out towards the end of each academic year, providing an informative record of pupils' achievements and progress in all Areas of Learning. Areas for development are also included. The learners also make a comment on their report. Parents' are also provided with a section in which to provide written feedback.

5:4 ANNUAL REPORT TO PARENTS

The Annual Report to Parents, giving information about school achievements during the academic year, is written by the Governors and made available to parents towards the end of the Autumn term.

Appendices:

1. **Summative Assessment Overview - 'Who does what & when?' grid**
2. **Assessment for Learning (AfL) strategies list**

SUMMATIVE ASSESSMENTS: 'Who Does What & When?'

APPENDIX 1

	AUTUMN	SPRING	SUMMER
Rece	Baseline – within first 6 weeks of school	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 1	Reading (Salford /H&S) for all pupils carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 2	Reading (Salford /H&S) for all pupils carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	National Tests (June): Reading/ Procedural Maths/Mathematical Reasoning Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 3	Reading (Salford /H&S) for all pupils carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	National Tests (June): Reading/ Procedural Maths/Mathematical Reasoning Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 4	Reading (Salford /H&S) for all pupils carried out by AE CATs November	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	National Tests (June): Reading/ Procedural Maths/Mathematical Reasoning Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 5	Reading (Salford /H&S) for all pupils carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	National Tests (June): Reading/ Procedural Maths/Mathematical Reasoning Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
Year 6	Reading (Salford /H&S) for all pupils carried out by AE	Reading (Salford) for all pupils until achieving 10.6+ carried out by AE	National Tests (June): Reading/ Procedural Maths/Mathematical Reasoning Reading (Salford) for all pupils until achieving 10.6+ carried out by AE
ALN All Wales Reading test for any learners on ALN register in Autumn Term Other diagnostic assessments to be used as required: Lucid Dyslexia Screening/ Working Memory These extra assessments may be required prior to consultation or pupil referral process			



AFL Strategies

Appendix 2

- **Big Questions**
- **Brainstorming**
- **Caterpillar**
- **Choice of Answers**
- **Concept Cartoons**
- **Concept maps**
- **Diamond Ranking**
- **Fishbone Diagram**
- **Fortune Lines**
- **Frustration Model**
- **Hot Seating**
- **Jigsawing**
- **Just a minute**
- **Lillypads**
- **Learning Journal**
- **Living Timeline/Graph**
- **KWL/QuADS grids**
- **Memory Diagram**
- **Mind mapping**
- **Most likely to . . .**
- **Mysteries**
- **No Hands Up**
- **Odd One Out**
- **Phone a Friend**
- **Picture annotation**
- **Placemat Activities**
- **PMI diagram**
- **Read and Think Chart**
- **Reflection Triangle**
- **See it, Think it Chart**
- **Self/Peer Marking**
- **Sequencing activities**
- **Snowball/Post it Challenge**
- **Splat**
- **T Chart**
- **Taboo**
- **Thinking Partners**
- **Traffic lighting**
- **Two Stars and a Wish**
- **Venn diagram**
- **Who-What-When-Where**
- **Y Chart**

