

**Brighter Futures Academy Trust  
Assessment and Recording Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
R Denham	December 2015	December 2017

## Assessment and Recording Policy

### Rationale

Assessment and recording should be a continual process designed to monitor progress and raise standards. Formative assessment describes processes of teaching and learning, whereas summative assessment takes place after the teaching and learning.

### Summative

#### ***Current practice tends to consist of the following:***

- Baseline tests on school entry-Early Excellence
- Statutory end-of-key-stage tests and phonics screening
- Non-statutory tests
- Commercially produced tests
- School and class tests
- End of year assessment against age related expectations
- Any other summative information about performance in the school

### Formative

- Clarifying the learning intention at the planning stage
- Sharing learning intention at beginning of lessons
- Involving children in the self-evaluation against learning intentions
- Checking pupil's understanding throughout the lesson, anticipating where they may need to intervene to offer support/challenge
- Focussing oral and written feedback around the learning intention of lessons and tasks
- Organising individual target setting so that children's achievement is based on reaching the end of year expectations or mastering them
- Appropriate questioning
- Raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated.

### Purposes

- To chart the child's progress and achievement throughout school in order to improve continuity and progression.
- To give parents, children and teachers access to information about pupil's social, personal and academic achievements.
- To provide records which will help to ensure coherence and progression into the next stage of education.

### Guidelines

To establish an overall picture of the child's development on entry to school reception children are assessed using the Foundation Stage Development Matters/ Learning Outcomes document. Reception children will also be assessed against a DFE approved Baseline Assessment (Early Excellence) within three weeks of entry to school.

The Early Years teacher uses learning outcomes as a way of assessing children's progress formatively against the Early Learning Goals, which along with the EYFS guidance form the basis of the Early Years curriculum.

Adults observe children, using iPads and written assessments to build up a 'learning journey' which demonstrates children's learning characteristics and achievements. It is shared with the children and their parents through the use of Early Essence. Parents are encouraged to access Early Essence regularly and use 'Wow 'stars to inform teaching staff of their child's achievements outside school..

## **Target Setting**

### **Principles**

All maintained primary school are now required to set and publish targets for raising standards as measured by the end of key stage national curriculum assessments. Setting and achieving statutory targets is most likely to be effective if supported by a wider process.

The process of setting targets for attainment and working towards them should:

- Build on the teaching and learning that is already taking place in the classroom.
- Be focused on individual pupils
- Involve targets that are challenging and realistic, which are monitored termly in EYFS and half termly in KS1 and 2 at pupil progress meetings
- Be an integral part of school improvement processes, feeding into and being informed by the school development plan
- Include all pupils in the target setting process
- Involve monitoring and periodic review of progress in learning against the learning objectives that are part of curriculum planning.

### **Guidelines**

In order for staff to set effective targets it is important that we are clear about the difference between a forecast and a target.

Forecasts are what pupils are likely to achieve on the basis of evidence from current and past performance.

Targets are what pupils can achieve if expectations are raised and particular aspects of teaching and learning are emphasised.

- School targets—governing bodies carry the responsibility for ensuring that targets are set and published in accordance with statutory requirements.
- The head of school and senior management have overall responsibility for managing target setting within the school.
- Targets should be prioritised within the school development plan and resources made available in order to ensure that they can be met.
- The role of the class teacher is to interpret the targets in planning and in the day-to-day teaching of each pupil. Class teachers are expected to keep appropriate records so that monitoring progress towards targets is informed by reliable information. These records will provide the foundation for reviewing actions and outcomes. Class teachers will also set targets with pupils, which will form the basis for formative assessment and school summary targets.

### **The Target Setting Process**

At the end of each academic year class teachers summarise the data from records. This is used to set targets for the following academic year with the HOS and EHOS at the start of the

academic year. Targets are in Maths, and English and Science for Y6 on the agreed proforma  
In Reception targets are set using outcomes from the Baseline Assessments.

### **Making Target setting work for each pupil.**

In order to meet interim targets, teachers need to set short term targets that are meaningful for each pupil. Pupils must know what they have to do to improve attainment. This guidance should be precise and based on an individual's knowledge, understanding and skills. Pupils should be involved in setting targets for themselves.

### **Specific guidelines for recording achievement in the national curriculum**

Children in KS 1 & 2 are currently assessed using the assertive mentoring system for reading, writing, maths and science. Foundation subjects are assessed using a variety of formative and AFL (assessment for learning) techniques. Foundation subjects are also assessed using long term assertive mentoring statements. Pupils in KS1 and KS2 will be assessed and their progress tracked and recorded using the SIMS assessment system which will be introduced in the autumn term and embedded throughout the school year.

### **Special Educational Needs**

Class teachers keep records of children who have special Educational Needs in their class in their inclusion folder. All children have an individual pen portrait which outlines areas of need, attainment, interventions etc. Any children who have an EHC plan will have an individual IEP. Children who are on the SEN register at School Support or School Support Plus (requiring outside agency support) will be monitored on the class teachers Cohort Action Plan. All IEPs and cohort action plans should be kept in planning files in order for targets to be incorporated in weekly planning.

Any recent advice from outside agencies should be recorded on the child's pen portrait sheet and kept within the inclusion file. The SENCO will keep ongoing records of all information in the general SEN file, including records of involvement of outside agencies and minutes of review meetings. For children with an EHC plan, detailed records should be kept alongside work from previous years. Additional files may be needed for these children and are held centrally by the SENCO.

The progress and attainment for SEN pupils will be monitored in the same way as other pupils, taking into account each child's individual needs. Age and prior attainment are the starting points for developing expectations of pupil progress. The baseline from which to measure progress is the prior attainment of learners at the beginning of each key stage. This takes into account what pupils know and can do at that point and the nature of the pupils' learning difficulties.

### **Subject Portfolios**

Subject portfolios will continue to be developed in 2015/16 to demonstrate expected standards in each year group and show progress within and between year groups as well as map curriculum coverage of subjects across school.

### **Reports to parents**

At the end of each academic year we will report to parents on the following

- achievements

- general progress
- attendance record

Where appropriate it will include results of any:

- national curriculum tests and teacher assessed work

Reports will be an accurate reflection of the child's attainment, progress, effort and their attitude to learning and school.

Reception pupil reports will include comment about the characteristics of effective learning. Be readily understood by parents and provide the opportunity for parents to add their own written comments.

Be clear whether a child is working at the expected level, emerging or exceeding

Satisfy the minimum legal requirements.

Be used to support dialogue between school, children and parents.

Use the same format for all year groups in KS 1 & 2.

Include a contribution from the Head of School and child.

Focus on positive achievements and set targets.

Report legal requirements separately.

Refer to personal and social development as well as academic and the child's overall contribution to all aspects of school life.

### **Dissemination and Review**

This policy once agreed by governors will be disseminated to all staff and reviewed annually.

This policy should be read in conjunction with the Marking and Feedback, Teaching and Learning and Curriculum policy.