

ASSESSMENT, RECORDING & REPORTING POLICY

Adopted: 13th January 1999
Revised: 29th November 2007
Revised: 24th March 2014
Revised: 24th January 2017

At Foxton Primary School we believe that effective assessment provides information to improve teaching and learning. Children at Foxton receive regular feedback on their learning so that they understand what it is that they need to do better. This allows teachers to plan their lessons based on a detailed knowledge of each pupil. This policy should be read in conjunction with the school's Marking and Feedback Policy.

Purposes of Assessment

- To enable pupils to demonstrate what they know, understand and can do in their work.
- To help pupils to demonstrate what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents which enables them to support their child's learning.
- To provide the Head Teacher and Governors with information that allows them to make judgements about the effectiveness of the school.

Summative Assessment

- a) A baseline assessment is carried out within three weeks of a child starting school using the Development Stages statements and entered into Target Tracker.
- b) The end of Foundation Stage Profile is completed for each child in the Foundation Stage by
- c) Year 1 children also participate in the Phonics Screening Programme in June.
- d) Year 2 children who did not achieve the Phonics Standard in Year 1 take part in the Phonics Screening Programme in June.
- e) A spelling age is obtained, using the Vernon Single Word test, during June each year for years 1 to 6.
- f) Progress Test in English – Assesses pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. (Example 1)
- g) Progress Test in Maths – Assesses pupils' mathematical skills and knowledge, in areas such as number, shape, data handling and algebra. (Example 1)
- h) End of Key Stage 1 S.A.T.s inform a teacher assessment level for reading and mathematics.
- i) During the course of each academic year, samples of children's work are moderated as to whether it matches end of year expectations.

End of Key Stage 2 S.A.T.s taken by children in Year 6 in maths, reading and grammar, punctuation and spelling. These tests are reported as a Scaled Score (Appendix 3).

Formative Assessment

- Formal assessment as outlined on previous page.
- Classroom observation.
- Discussions with children.
- Formative tests e.g. Headstart Maths, Twinkl tests, Rising Stars, Past Papers.
- Marking of children's work.

Recording Attainment

- a) Baseline assessments and achievement during the Foundation Stage is recorded on Target Tracker. (Appendix 1)
- b) A record of each child's Progress Test in Maths and English results and spelling results are kept in the teacher's class file and a copy is held by the Head Teacher.
- c) Teacher assessment for Reading, Writing, Mathematics and Science attainment targets are entered into Target Tracker at the end of each term (3 x per year).
- d) Children's assessed work is kept in school.
- e) Results of subject assessment are kept by the class teacher using format as shown in *Example 2*. Three levels of attainment for a unit of work are decided upon. At the end of the unit a best fit level is decided upon for each child.
- f) Each child has a reading record that details books each child has read whilst on the school's reading scheme.
- g) Each child has a Reading Diary (KS1) or Planner (KS2) that they take home and record the pages that they have read. This acts as a useful link between school and home and a dialogue between teacher/classroom assistant and parents about their child's reading progress.

Target Setting

As a school, we set numerical targets in Mathematics and English as well as indicating an increase in cohort standardised score. We believe that targets are important for all pupils and we set targets in Mathematics, Reading and Writing for all children in Years 1 to 6. Individual targets are discussed with each child whenever possible and then shared with parents at Parents' Evenings. They are also recorded in the children's planners in Key Stage 2. Targets are reviewed on an ongoing basis and revised targets are set. At the end of each term all children are given a judgement of where they are in a Year Group band.

Older children use other pupils to help them review their targets. Evidence can be presented to the teacher to show that the target has been met. This encourages the older pupils to work together and share evidence of progress. The children are encouraged to involve their parents in this process.

Consistency

All Subject Leaders keep examples of children's work within their subject area. The National Exemplification Materials are used to make judgements about the levels of this work. Teachers discuss these levels so that they have a common understanding of the expectations in each subject. This ensures that consistent judgements are made about standards in the school.

Subject Leaders also carry out book scrutinies and planning audits across the school. Regular meetings are held with Subject Leaders from the schools in our Cluster Group to ensure consistency between schools.

Reporting

We have a range of strategies that keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about their child's work.

Each term parents have the opportunity to meet their child's teacher. The Autumn Term meeting focuses on the targets set for their child and ways parents can contribute to their child's learning. Parents receive a copy of the Review Form (*Example 3*) and a signed copy is retained by the class teachers.

The Spring Term meeting reviews the targets identified for each child and set any new targets necessary. These are detailed on a revised Review Form, a copy of which is given to the parents and a signed copy is kept in school

During the Summer Term all parents receive a written report of their child's progress and achievements during the year. It also identifies target areas for the next school year. It contains individual comments on all subjects of the National Curriculum and Religious Education, *Example 4* shows the form used.

Reports are typed and state what most parents want to know:

- How their child is performing in relation to their potential and past achievement to National Standards.
- Their child's strengths and any particular achievements.
- Areas for development and improvement.
- How they can help.
- Whether their child is happy, settled and behaving well.

There is an additional proforma for the children to offer their own evaluation of their performance during the year. The report also includes a section for parental feedback, *Example 5* shows the form used.

Year 2 and Year 6 parents receive details of the results achieved in the National tests while Year 1 parents are informed of their child's Phonics score. Parents of Foundation Stage children receive details of the EYFS Profile results.

Governors receive information about progress and pupil attainment on a regular basis.

At the end of each month, parents are invited to join the children at an achievement assembly. The children present some aspects of the work that they have been doing in class. Parents are also able to view displays of the children's work. There is an opportunity to discuss children's achievement with the class teacher on an informal basis.

Progress in Maths and English

This table is to show which year groups should carry out which PiMs test in June each year. This test gives a Standardised Score (Appendix 2)

Year Group	Pupil Booklet Level
Fox Cubs	Five
One	Six
Two	Seven
Three	Eight
Four	Nine
Five	Ten
Six	Eleven

Parents' Evening Autumn 2016

Name:	
Standardised Scores	
English	Mathematics

* This is not representative of their ability.

Reading

Band						Band					
Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus	Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus

Writing

Band						Band					
Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus	Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus

Mathematics

Band						Band					
Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus	Beginning in the band	Beginning in the band plus	Within in the band	Within in the band plus	Secure in the band	Secure in the band plus

Targets

Previous Targets			
New Targets			

Comments

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NAME:

YEAR:

ANNUAL REPORT TO PARENTS

Academic Year 2016 – 2017

English

	Effort and Attitude	Band
Speaking and Listening		
Reading		
Writing		

Band Key
S – Secure
W – Within
B – Beginning

Mathematics

	Effort and Attitude	Band
Calculation		
Shape, Space & Measures		
Problem Solving		

Effort and Attitude Key
1 – High
2 – Average
3 – Low

Other Subjects

	Effort and Attitude	Band		Effort and Attitude	Band
Science			Design and Technology		
Computing			Music		
History and Geography			Art		
Religious Education			Physical Education		
Modern Foreign Language			Personal & Social Education		

English

Mathematics

Science

Computing

History and Geography

Religious Education

Modern Foreign Language

Design and Technology

Music

Art

Physical Education

Personal, Social & Health Education

General Comments	
Head Teacher's Comment	
Individual Targets for Improvement	1. 2. 3.
Class Teachers: _____ Head Teacher: _____ Date: _____	

Standardised Scores		
Reading	Spelling	Mathematics

Attendance:	Possible attendance in sessions:	<input style="width: 60px; height: 20px;" type="text"/>
	Number of sessions absent:	<input style="width: 60px; height: 20px;" type="text"/>
	Number of unauthorised absences:	<input style="width: 60px; height: 20px;" type="text"/>
	Percentage of sessions attended:	<input style="width: 60px; height: 20px;" type="text"/>



**FOXTON PRIMARY SCHOOL
REPORT ACKNOWLEDGEMENT FORM**

Name of Child:

I/we acknowledge receipt of my child's report.

Signed: Date:
(Signed by the person with Parental Responsibility)

I/we would like to make the following comments about the report:

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My child would like to make the following comments about his/her report:

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.....

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Please return this form to the Class Teacher before the end of term.

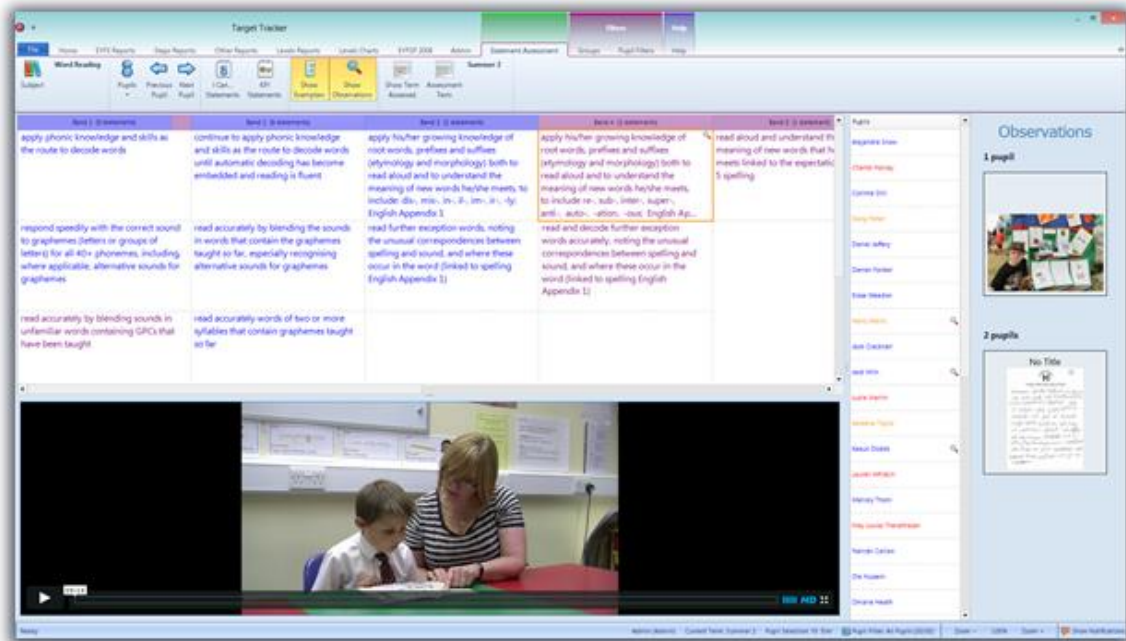


Target Tracker

Target Tracker is the complete assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2.

Each subject has a list of statements developed from the 2014 National Curriculum Programmes of Study's End of Year Expectations. Teachers use a child's work, discussion with the child and tests to make a judgement whether a child is 'working towards', 'achieved' or 'mastered' each statement. The statements change colour as they are selected: black – Not Begun, red – Working Towards.

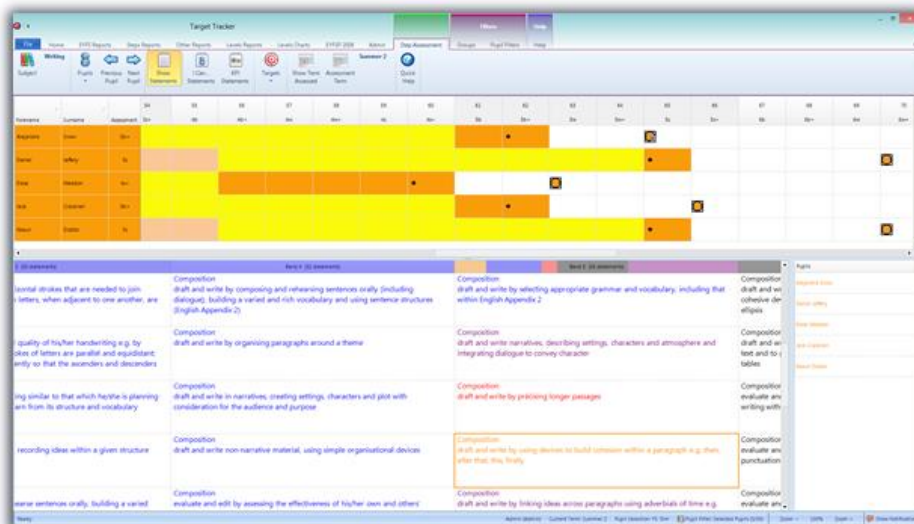
The statements are divided into 'bands' which correspond to year group.



At the end of each term for Reading, Writing and Maths the statements are reviewed for each child and a judgement made as to whether:

b, b+	Beginning in the year band
w, w+	Working within the year band
s, s+	Secure in the year band

Occasionally, the children will be in the band below their year group. Rarely, the children will be in the band above their year group.



Appendix 2

Standardised Scores

The following tests give standardised scores:

- A spelling age is obtained, using the Vernon Single Word test, during June each year for years 1 to 6.
- Progress Test in English – Assesses pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension.
- Progress Test in Maths – Assesses pupils' mathematical skills and knowledge, in areas such as number, shape, data handling and algebra.

A standardised score based on a child's raw score (For example 45 out of 50) – this score is then adjusted in line with a child's age and placed on a scale that makes a comparison with a nationally representative sample of children. (In the case of the Progress in English and Progress in Maths tests up 35,000 children have been used in the sample) The children involved in the sample are the same age as the children taking the test across the UK. The average standardised score is 100.

Standard score	What does the standard score mean?	Approximate percentage of children who get this score
130 and above	Very high	2%
120 - 129	High	7%
110 - 119	High average	16%
90 - 109	Average	50%
80 - 89	Low average	16%
70 - 79	Low	7%
Below 70	Very low	2%

Appendix 3

Scaled Scores

The Key Stage 2 S.A.T.s results in each test will be reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at or above the expected standard in the subject. If a child gets a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

The tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means we need to convert the raw scores pupils get in the tests into a scaled score, to ensure we can make accurate comparisons of pupil performance over time. Every scaled score will represent the same level of attainment for a pupil each year, so a pupil who scores 103, for example, in 2016 will have demonstrated the same attainment as a pupil who scores 103 in 2017.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

In 2016, panels of teachers set the raw score required to meet the expected standard on each test.