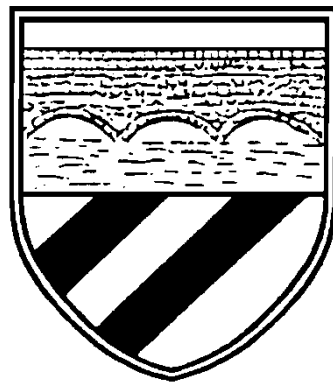


Drumahoe Primary School



Policy for Assessment, Recording and Reporting

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

Why Assess?

At Drumahoe Primary School 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. 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 their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the teaching process
- Other teachers help them to plan and gain informed views
- Outside agencies to provide hard evidence of attainment
- Special Needs Coordinator to provide hard evidence of attainment

Planning Assessments

At Drumahoe Primary School we feel it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do

How do we plan?

Our curriculum planning is based on a six weekly cycle-see appendix (i) Initial and long-term plans are completed in the form of a subject overview (see Curriculum Files – Curriculum Co-Ordinators).

Individual subject plans are given to the relevant coordinators and these are collated into a scheme of work for each subject area.

Short-term plans are completed retrospectively or in advance of each week's teaching and activities, resources, assessment opportunities and evaluations are included.

Daily plans are completed by individual teachers and these vary from teacher to teacher.

BT daily plans are monitored.

Key Stage planning takes place at the end of the six week planning cycle to review topics and other areas of curriculum provision.

Year group planning and evaluating generally takes place at regular intervals when deemed appropriate.

The whole staff work as a team to review assessment issues and procedures which operate at Drumahoe Primary School on an annual basis.

Assessment opportunities are included in all teachers' long and short-term plans, and these form the next stage of teaching and learning.

Our planning identifies:

- What the assessment is
- Who it is for (individual, group, class)
- What evidence will be collected

These might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

Purposes of Assessment

- To monitor pupil progress
- To evaluate teaching effectiveness
- To evaluate the learning process
- To diagnose problems and remediate
- To set targets
- To inform parents
- To conform with statutory requirements:
 - 1) **Baseline Assessment – P 1 (Sept)**
 - 2) **Key Stage 1 – P 4**
 - 3) **Key Stage 2 – P 7**
 - 4) **Transfer Procedure (Optional) – P 7**

Teaching Strategies and Learning Opportunities

At Drumahoe Primary School we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences which accommodate a variety of learning and teaching styles.

Within each class activities are provided which require different groupings of children (that is in pairs, groups, individual or whole class).

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At Drumahoe Primary School we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals etc.

Keeping Evidence

A wide range of evidence is kept in the form of:

- Pupil files for each individual child
- Variety of reading and language records
- Children's books

- Teachers' notes of observations record of achievement folders
- Checklists
- Samples of work
- Test results
- Self-assessments

Assessments of children's work are linked to our school marking policy, which is an agreed policy on why, what and how we should mark. This stresses marking in a positive way (see Marking Policy for details).

Evidence of Self-Assessment

Children at Drumahoe Primary School are involved in their own self-assessment. They are encouraged to evaluate their own work and achievements, and, where possible, set their own targets.

This is done through:

Child/teacher looking at work together using personal assessment sheets, for example
I Like/All About Me etc see Appendix (ii)

Records of Achievement where children's own choice of work is valued and recognition is made of achievements in and out of school

Formative Assessment

At Drumahoe Primary School, all teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments

Through:

- Observation
- Discussion
- Hard evidence

Diagnostic Assessment

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children- see Appendix (xi) for list.

This is done through:

- Individual programmes of work – see Appendix (iii)
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the SEN Coordinator.

Summative Assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Termly assessments
- End of Key Stage Statutory Assessment Results (P4 & P7)
- Summative Record of Achievement (End of Key Stage 2)
- Reports: autumn and spring – verbal, summer – written & verbal-see Appendices (vii) a & b.

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, year groups.

Evaluations are carried out weekly through our short-term planning and at the end of each six weekly planning cycle. This information helps each teacher plan the next stage forward.

Ways of Assessing

We must not make this complicated. Teachers at Drumahoe Primary School assess in a variety of ways using sophisticated techniques of assessment.

These are:

- Observation
- Talking and listening
- Hard evidence – teacher/child work, test/task

Methods of Assessment

In our school the methods of assessment are varied and include the use of standardised tests which are administered 2nd week after the Easter break. (see Appendix (vi) d

Recording

Why record?

Recording needs to be ongoing, manageable and useful, not just completed to be handed in. The recording of pupils' work will be carried out both formally and informally.

At Drumahoe Primary School the purpose of recording is to:

- Help teachers monitor children's progress – many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through:
 - Records of Achievement which value children's achievements in and out of school
 - Marking policy – a positive approach to marking
 - Use of team points, motivation stickers, sharing success in assembly, smiley faces, pupil of the week certificates etc. see Appendix (iv)
- 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. This should include:
 - What the child is to do next
 - Future planning for the next teacher
 - Other schools
 - Parents
 - Child
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - W.E.L.B.
 - D.E.N.I.

What should we record?

At Drumahoe Primary School we record:

- Children's progress in all N.I. Curriculum subjects and RE – these are recorded in the children's Records of Achievement.
- Strengths and weaknesses – appropriate comments are made on curricular records
- Qualities, skills, achievements and interests – these are recorded in Records of Achievement, in comments on reports etc.
- Individual needs are identified through individual assessments

Records are kept of:

- Help and support needed
- Identification of S.E.N.
- Individual programmes of work (I.E.P.'S)-see Appendix (iii)

What records are kept?	When?
Reading Records	Continual
Records of Achievement	Termly
I.E.P.'s	Depends on individual
Short-term plans	Weekly
Six weekly planner-see Appendix(i)	Half-termly
Baseline Assessment - see appendix (v)	Sept / Oct
Individual notebooks	Daily / Weekly
Phonic records (see Letterland)	As appropriate
Number recognition	As appropriate
Shape recognition	As appropriate
Initial key words	As appropriate
Sight vocabulary	As appropriate
Class sheets/grids	As appropriate
Scheme records	As appropriate
Test results (spelling, mental, tables etc)	Weekly
A.U. results	End of Key Stage 1 & 2
Marking of pupils' work (see Marking Policy)	Continual
Individual / Class records of Standardised Tests (see appendices (vi) a-d	Yearly
Annual Academic Report - see appendices (vii) a&b	June
Pupil Self Assessment-see Appendix (ii)	As appropriate
Samples of pupils' work	June
Reading Record -see Appendix (ix)	As appropriate

Records of Achievement

Each child has a Record of Achievement File. In it are placed:

- Samples of work
- Personal comments
- Self evaluation sheets
- Certificates and awards in and out of school
- Photographs

This record belongs to the child and is used to motivate each child and develop a sense of achievement and raise self-esteem.

For further details on what is contained within the Formative Record of Achievement see Appendix (viii).

Reporting

Written Reports -see Appendices (vii) a&b

The report format provides opportunities for comments by:

- Class teacher
- Parent
- Principal

See Appendix (vii) c

Our reports are summative and informative, they provide information on children's progress and achievements throughout the school year. The reports are written in the summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher.

Home/reading records provide a two way communication about each child's progress in reading. These records are exchanged daily or when appropriate, with teachers hearing children read at least once a week.

Individual homework notebooks are provided for some children so that general information about homework, achievements, behaviour etc. can be shared on a regular basis.

Verbal

Parental interviews are held in the autumn (Key Stage1 & 2) spring (Foundation Stage) and summer terms (Foundation Stage, Key Stages 1 & 2). Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings.

Personal contact with parents occurs on a regular basis before and after school. This varies from child to child and teacher to teacher.

Open evenings are held on a rolling programme (see School Development Plan).

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Drumahoe Primary School in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Between staff

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.