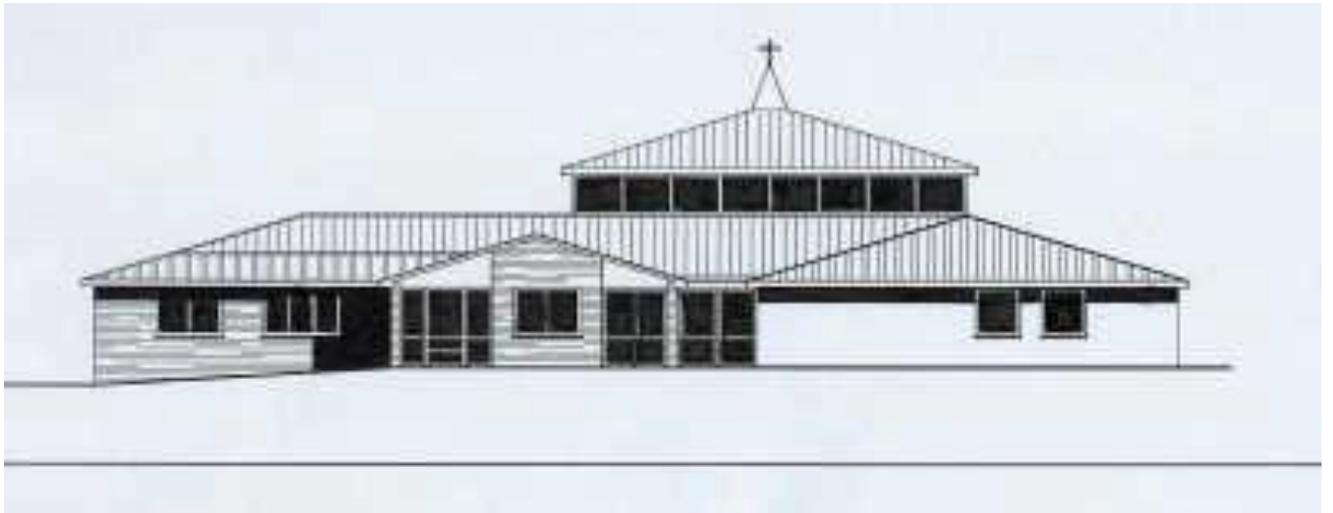


Holly Hill Methodist/Church of England
(Aided) Infant & Nursery School



Policy for assessment recording and reporting
June 2015

Assessment

"All pupils have a right to a broad and balanced curriculum, including the National Curriculum"

(Education Reform Act 1988)

"Assessment lies at the heart of this process (i.e. access to a broad, balanced curriculum) It can provide a framework in which educational objectives can be set out and pupils' progress charted and expressed. It can yield a basis for planning the next educational steps in response to children's needs. By facilitating dialogue between teachers it can enhance professional skills and help the school as a whole to strengthen learning across the curriculum and throughout its age range"

(Report of the Task Group on Assessment and Testing)

Aims

At Holly Hill the aim of assessment is improve learning by:

ASSESSMENT FOR LEARNING

- identify each child's learning needs
- support the children, enabling them to achieve the best possible progress and fulfil their potential
- support the teachers in curriculum planning and in their teaching
- develop children's understanding and ownership of their learning

ASSESSMENT OF LEARNING

- to provide the headteacher, governing body, teaching staff, parents, L.A and the DoE with relevant information
- to ensure that the highest possible educational standards are maintained through a broad and balanced curriculum

Principles

At Holly Hill the principles of assessment are to ensure that:

- It is an integral part of teaching and learning. Assessment opportunities will be built into lesson plans linked to learning objectives
- It is used continually to monitor progress
- The emphasis is always on positive achievements and pupils are helped to recognise the standards they are aiming for.
- The motivation of each child is always growing as assessment shows what they know, understand and can do, and need to do next because assessment involves sharing learning goals with pupils.
- The self-worth of each child is continually enhanced as their achievements are celebrated
- Pupils are involved in self-assessment or peer assessment.

- Assessment of the process of learning is as important as assessment of the product
- It is used to monitor and review the curriculum.

Procedures

At Holly Hill assessments of pupils achievements in relation to agreed key learning objectives are ongoing and continuous. Assessment is the responsibility of every class teacher. Information is collected in many ways to enable teachers to make valid judgements about the progress and achievements of the children.

These include:

- observation of the children at work and play
- marking (Appendix A)
- questioning, discussion, conferencing
- retaining specimen written work, photos of models, paintings and drawings etc.
- recording any special or significant progress
- the collection of evidence to support judgements, including those for levels using APP in Year Two, and against specific learning objectives in Year One and the Early Years Foundation Stage.
- formal tests administered by class teachers, the Special Educational Needs Co-ordinator, or outside agencies such as Birmingham PSSS or the School Psychological Service or medical services eg Baseline Assessment, BPVS, SATs etc

As well as ongoing teacher assessments other evidence is collected at specific times.

Assessment within the Early Years Foundation Stage

For each of the three Prime Areas of Learning and Development (Personal, Social and Emotional Development, Physical Development and Communication and Language) and the four Specific Areas of Learning and Development (Literacy ,Mathematics, Understanding of the World and Expressive Arts and Design), a child will be functioning within one of the six Development Matters Age Bands these are:

- Birth-11 months (recorded as 1)
- 8-20 months (recorded as 2)
- 16-26 months (recorded as 3)
- 22-36 months (recorded as 4)
- 30-50 months (recorded as 5)
- 40-60+months (recorded as 6)

Within each band, a child may be either:

- emerging—(recorded as .1) having exceeded competency in the band before and beginning to demonstrate 1 or 2 elements of the age band.
- expected—(recorded as .2) having over half of the elements of that age band
- exceeding—(recorded as .3) having all or nearly all of the elements of that age and

(See tracking data key)

Within each area of learning and development, there are two or three strands which build towards the 17 Early Learning goals. Children are assessed as either emerging, expected or exceeding in a particular age band using a number of objectives within each strand. A best fit model is used to ascertain within each strand an overall age band and position within that age band.

Assessment on Entry

Broad Brushstroke assessment on entry will place a child within one of the Development Matters Age Bands. This will be based on the teacher's initial impressions of the child within the first 2 weeks and their knowledge of the Development Matters Age Bands

During the first term in Nursery, the British Picture Vocabulary Test is also administered. This assesses the children's receptive language

Assessment to Monitor Progress throughout the EYFS

Subsequent assessment, which is recorded three times throughout the year will periodically place a child within an Age Band for each strand, and also determine whether they are emerging, expected or exceeding the developmental level for that age.

This judgement will be based on teachers' ongoing formative assessment and observations of each child. Evidence will be recorded in each child's "Learning

Profile", using the support of ICT including 2Simple software and classroom monitor.

Assessment at the End of the EYFS

At the end of reception children will be assessed as either emerging, expected or exceeding each of the Early Learning Goals.

Assessment in Key Stage One

At least 3 pieces of evidence for each National Curriculum subject and RE are collected in the Learning Journeys throughout the year.

During the designated week, all children in Year One must be assessed using the Phonics Screening Test. A record of whether the child met the required standard, did not meet the required standard or was disapplied from the test is recorded. All children who did not meet the required standard, or who were disapplied must retake the test the following year.

Assessment in Year Two (2014-15 cohort only)

National Curriculum or P-Levels are given to each child on entry to the year group, and again in November, March and July for Reading, Writing and Mathematics.

An end of year level is given for each child in all National Curriculum subjects and RE.

A range of independent tasks or tests, teacher's ongoing informal observation and APP assessment grids may be used to inform the level given.

At some point within the child's time in Year Two Standard Assessment Tasks (SATs) are completed in accordance with National Curriculum requirements. A teacher assessment level, informed by the task and by other evidence collected throughout the year is submitted to the LA.

Assessment in Year One (2014-15 cohort onwards) and Year Two (2015-16 cohort onwards)

For each National Curriculum subject and RE, children will be assessed against a number of objectives for their year group, including the Key Performance Indicators developed by the NAHT.

The majority of children will be functioning within the National Expectations for their year group, however some children may be functioning within the National Expectations for a year group earlier (including use of the Early Years Development Matters Age Bands) or for a year group beyond their chronological age. These follow on from those used within the EYFS as follows:

- Year One Expectations (recorded as 7)
- Year Two Expectations (recorded as 8)
- Year Three Expectations (recorded as 9)

By assessing whether children have partly met, met or exceeded each objective within a particular year group, a best fit model can be used to place children in a position within the expectations for that year group. These are recorded as follows:

- beginning to make some progress (recorded as .10)
- beginning to make more progress (recorded as .15)
- developing some competency (recorded as .20)
- developing more competency (recorded as .25)
- securing proficiency (recorded as .30)
- Secure in proficiency (recorded as .35)

Special Educational Needs

At any time during a child's education at Holly Hill they may be referred to the Special Needs Co-ordinator if assessments indicate a special need or if the class teacher identifies a special need. (See Special Needs Policy)

The Language and Literacy Continuum Toolkit provided by Access to Education will be used as part of an assessment, planning and monitoring tool used for children where a cognition and learning need is identified.

Moderation

Moderation is used to ensure reliability of assessed National Curriculum Levels, P Levels, Development Matters Age Bands, Early Learning Goals and National Expectations for each Year Group.. This is to ensure that a level given to a child has parity with the same level given in other classes, schools and nationally.

Moderation takes place internally either within the Year Group or within the Key Stage at all data collection points, that is entry, November, March and July.

Moderation between Holly Hill and two other infant schools working in a triad or peer-peer improvement and facilitated by an outside assessment consultant is arranged termly. The evidence for assessment levels for three children per class are considered in depth for reading, writing and mathematics and a moderation report is provided.

External moderation of the EYFSP, arranged by the LA takes place termly on a rotation of different Areas of Learning and Development. Moderation of Year Two National Curriculum Levels for writing is arranged by the LA and takes place once per year. Additionally, LA moderation of EYFSP, NC Levels and SEN levels takes place in more detail on a 4 yearly cycle.

Good Practice Points

Where assessment practice is good, pupils' work is judged using clear learning outcomes which define what a pupil should know, understand and do in relation to the curriculum requirements. Judgements are used to support learning.

Where recording practice is good, records help teachers review the effectiveness of their teaching programmes and influence lesson preparation or longer term curricular planning. Records are clear, manageable and useful, providing a helpful picture of pupil attainment.

Where reporting practice is good, written comments match to stated learning criteria where judgements have been made. The narrative is used to describe strengths, indicate weakness and set specific targets to enable pupils to improve their work.

Recording

"Assessment cannot be used formatively if it is intermittent. Children develop all the time, not just at the end of a term or a year. Just as assessment is a continuous process, so too should the recording of that progress for the teacher's use, be as regular as possible."

(A Source Book of Teacher Assessment - S.E.A.C)

At Holly Hill teachers keep the following records for each pupil.

1. Assessment file
 - BPVS score
 - End of Year and End of Key Stage target
 - Pupil tracking
 - Reports to parents

2. Red file (Personal & Social)
 - Admission details
 - Relevant home circumstances
 - Parental involvement
 - Attendance & punctuality
 - Awards and special achievements
 - PSHE checklist
3. Learning Journey which is a portfolio of work, following the child through their time at school in all Areas of Learning and Development and RE (Early Years Foundation Stage) and all National Curriculum subjects and RE (Key Stage One), this includes their moderated work as evidence of progress and attainment.
4. SEN information, as outlined in the SEN policy, in the relevant section of the teachers' purple planning file.

Class Records

1. An ongoing curriculum record of the predetermined learning objectives, assessment opportunities and learning outcomes.
2. In Year Two (2014-15 cohort), APP records relating to identified assessment opportunities. In EYFS, Year One (2014-15 onwards) and Year Two (2015-16 onwards), computerised records of assessment against each objective
3. Development Matters and Early Years Foundation Stage Profile Assessments for Foundation classes.
4. Tracking grids showing current, previous and targeted attainment in Reading, Writing and Mathematics in Key Stage One, and showing current and previous attainment in all 17 strands in the EYFS.
5. Target sheets shared with children and parents
6. Progress and attainment sheets showing levels of attainment in all National Curriculum areas

These full records ensure that pupil information is readily available for exchange between:

teacher

-

headteacher

teacher	-	teacher
teacher	-	parent
teacher	-	outside agencies
teacher	-	new headteacher at the time of transfer to another school

Individual records "travel" with each child whilst at Holly Hill and some are passed on to the receiving Junior School

Reporting

"A report is a way of communicating information to other people. It needs to be a summary if it is to communicate effectively"

(Records of Achievement in Primary Schools - S.E.A.C)

At Holly Hill we aim to make reporting a co-operative activity between:

1. teachers and teachers
2. teachers and children
3. teachers and parents
4. teachers and receiving Junior School

1. Teacher to teacher

The next teacher must pick up on where children left off so that they have a running start in their new class.

At Holly Hill there is always ongoing discussion between staff, especially when one teacher takes over the responsibility for a class from a colleague. The whole-class records provide clear, self-evident information, and these used in conjunction with an individual child's record of achievement give a

comprehensive picture of achievement. Further discussion with colleagues takes place when necessary.

At change of class the following information will be passed onto the next teacher.

- Creative writing book
- Maths books and sample worksheets
- Samples of work from all subjects within the Learning Journey
- sight vocabulary and spelling check lists
- Reading book level
- Book containing writing assessments

2. Teacher and child

It is only when we as teachers, and they as learners, are clear about what they can do and what the next steps are that improvement will happen and targets will be met.

In the classroom there is always the opportunity for discussion with the children on an individual basis. Each child has the opportunity to read, or hear their teacher's remarks on their written report to their parents. Pupils will be set future targets. By involving our pupils we hope to motivate them and promote an interest in developing their own learning.

3. Teacher and parent

At Holly Hill we aim to:

- create a good relationship with parents to make reporting easier
- make sure that information is readily available, understandable and presented in a helpful way
- ensure that written reports fulfil the mandatory requirements and tell parents what their child must do to make further progress
- give parents the opportunity to see and discuss their child's work and be clear about what must happen next to raise the level of attainment.

- a) at individual parent/teacher interviews (termly)
- b) at Open Evenings (annual)
- c) by special appointment with the class teacher or SENCO

In October parents are offered an individual appointment to meet the class teacher and discuss how their child has settled into their new class. The teacher sets out the child's targets so that parents can help their child to achieve them. (See appendix H)

Similarly in March, parents are again offered an appointment to discuss their child's progress and future targets.

Open Evening held in June begins with the Annual General Meeting of the Governing Body. Parents can collect their child's written report, discuss it with the class teacher as well as being able to see their child's work. Parents are encouraged to add their comments to the report. The Governors are also present and able to talk to parents.

4. Teacher and receiving Junior School

The following documents are passed on to our receiving Junior School

- * Individual Record Books
- * Early Years Foundation Stage Profile
- * SATs results for Key Stage One
- * "Red File" contents
- * copies of written reports to parents
- * SEN records

This transfer of documents is supported by Y2 teachers, from Holly Hill meeting with Y3 teachers from the Junior School and discussing relevant issues and/or individuals thus facilitating an easier transfer for Y2 children.

Monitoring and evaluating the Assessment Policy

Curriculum Co-ordinators and SMT will monitor and evaluate assessments, records and reports during their classroom observations.

The Assessment Co-ordinator is responsible for leading the monitoring and evaluating of policies and procedures on assessment, recording and reporting.

The following strategies will be used:

- to look at trends in performance from Nursery to Year 2
- to make comparisons between subjects and between ATs within the same subject.
- to identify differences in the attainment levels of particular groups of children ie, by gender, birthday, ability and different classes within the year group.
- to use evidence collected in school to apply standards of achievement consistently when making judgements
- to compare standards at Holly Hill with the national averages and with standards in Birmingham schools with a similar intake and set realistic targets when taking the children's Foundation Stage Assessments into consideration.
- regular meetings with subject co-ordinators, staff and governors

THE ROLE OF THE ASSESSMENT CO-ORDINATOR

- Co-ordinate compilation of EYFS evidence
- Co-ordinate compilation of APP evidence and evidence relating to progress towards National Expectations
- Assist with assessment tasks and tests eg, BPVS
- Co-ordinate End of Key Stage assessments
- Organise assessment data and identify trends and patterns in pupils' performance to inform target setting.
- Release class teachers for tasks relating to assessment nb, monitoring and evaluating the curriculum.
- Lead assessment policy reviews.
- Take a leading role in staff development in the area of assessment.
- Take responsibility for resources relating to assessment.

- Monitor and evaluate the implementation and effectiveness of the school's assessment policy.

Subject leaders also carry a responsibility for standards and improvement within their curriculum areas. They need to be involved in tracking the progress of children and advising on target-setting. Schemes of work should show clear learning objectives and assessment criteria.

Teachers plan lessons with clear objectives and make assessments against these. They focus on individual pupils, keep records of attainment, and assess the level of attainment within which a child is working.

The Headteacher oversees the assessment policy, makes sure that assessment happens and makes sure it has a prominent place in the school development plan.

Governors know what assessment is, and how it is done. They see evidence of this from time to time.

Whole School Curriculum and Assessment Recording and Reporting

Long term plans
assessments

Medium and Short term Plans

Key Objective

recording against agreed

Curriculum records

Marking and

work

criteria

Examples of

parents

Record Books

Reports to

results eg, BPVS, EYFS,

Assessment

SATs

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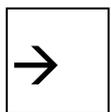


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Assessment, Recording and Reporting - An Overview

- Schemes of work will stem from the programmes of study while taking account of the school's aims, the wider curriculum and the needs of our pupils.
- Units of work and lesson plans will involve learning objectives and activities matched to the schemes of work. These learning objectives will dictate assessment opportunities ie, what will the pupils do in the context of these activities which will show they have understood/know about/or are able to do 'x'?
- Class teachers gather evidence and assess pupils in relation to the assessment criteria through
 - questioning, discussion, conferencing
 - marking which celebrates progress and targets what needs to be done next
 - watching and listening to the pupils as they work
 - completing class assessment record sheets for key learning objectives
 - retaining significant annotated pieces of work to show progression
 - teachers own records eg, mark books
 - ongoing individual pupil records eg, reading records
- Special or significant progress is written in the pupils record books which provides ongoing, formative assessments, identifying strengths and weaknesses as and when appropriate and giving a clear indication of the Level within which a pupil is currently achieving.
- Individual learning targets are set termly and shared with parents at individual meetings.
- Curriculum evaluation will inform what learning experiences the children need next and if existing plans need to be revised.
- Annual Reports to parents and End of Key Stage One teacher assessments are statutory requirements and should be informed by existing records. Reports to parents should identify strengths and weaknesses and progress made since the last report as well as what pupils have to do to perform better at school.

Signs that Assessment is being used formatively

In the classroom

- intervention in the midst of pupils' learning to provide 'on the spot' teaching
- explicit feedback to individuals, groups, whole class about aspects which need attention
- target setting for individuals, groups
- use of open/probing questioning
- provision of extension activities
- variety of approaches to differentiation in order to provide access to activities
- pupils actively involved in the assessment process

In pupils' books and on their work

- marking which gives pupils explicit feedback about:
 - what they have done well nb, learning objective, existing targets
 - aspects of their work which need attention or targets for the future
- marking which provides explicit teaching, guidance, a model
- marking which encourages pupils to reflect on their own achievement
- marking which results in improvement in subsequent pieces of work

Planning documentation:

- annotations indicating:
 - a change of pace
 - additions, supplementary work, extension activities eg for the more able
 - work originally planned but not covered, or only partially covered and reasons why
 - evaluative comments and aspects needing development ie, where next?

In the processes and structures in the school

- arrangements for the transfer and exchange of assessment information and for liaising with the next teacher
- recording systems which indicate the answer to 'where next?'

Record Keeping at Holly Hill

Can it be established whether or not a child is making progress? (slow, satisfactory, excellent)

Does the record indicate in which contexts the child learns best?

Is it possible to see which learning objectives have been approached in teaching but have not yet been attained?

Is it possible to see the child's strengths and weaknesses?

Is there a summary of attainment which is meaningful to a receiving teacher?

Is the record supplemented by evidence of work?

Is it possible to see which National Curriculum level a child is achieving within?

Do the records inform reports to parents, target setting?

Is there sufficient information if someone other than the classteacher had to write the reports to parents, give teacher assessments (NC Levels), teach a relevant curriculum?

Records which support the formative use of Assessment Information

Records which:

- are directly related to the work that has been planned and taught
- make explicit the extent to which pupils have achieved the key learning objectives
- give an indication of progression

- give some indication of 'where next?' or what aspects need further development
- indicate strengths and weaknesses
- signal 'growth points'

"Students have to be active in their own assessment and to picture their own learning in the light of an understanding of what it means to get better".

References

Records of Achievement in Primary School
S.E.A.C

Assessment - A Framework for Teachers
Ruth Sutton - N.F.E.R Nelson

National Curriculum Assessment:
D.E.S

National Curriculum Assessment : Recording
Hereford and Worcester

Recording Pupil Achievement
Hereford and Worcester

A Source Book of Teacher Assessment
S.E.A.C

Holly Hill Church School

Teacher assessment, recording and reporting is used to raise standards.

What and How	Why
Whole school policy and Schemes of Work	
<p>I n t e n d e d</p> <p>Long term plans (Co-ordinator)</p> <p>Medium term plans (Co-ordinator)</p> <p>Weekly plans (Class teacher)</p>	<p>P o l i c y</p> <p>Formative assessment is the assessment for LEARNING. It is rooted in teacher plans, the national curriculum and foundation stage goals. It provides a reference point against which pupil progress towards targets can be tracked.</p> <p>P l a n</p>
<p>D e l i v e r e d</p> <p>Timetable (Class teacher)</p> <p>Curriculum records (Class teacher) dated</p>	<p>A c t</p>
<p>R e c e i v e d</p> <p>Curriculum records (Class teacher)</p> <p>1) always 2) often 3) occasionally 4) seldom</p>	<p>M o n i t o r</p>
<p>A c q u i r e d</p> <p>Assessment records (Class teacher) - quantative and qualitative</p> <p>Marked books (Class teacher)) nb targets for improvement</p> <p>Progress books " ") Report Children's work " ") to Red files " ") Parents</p> <p>SEN records " ")</p>	<p>E v a l u a t e</p> <p>Summative assessment is rooted in the National Curriculum level descriptions. Comparisons can be made. It is the assessment OF LEARNING giving evidence to everyone to whom we are accountable.</p> <p>Parents, Governors, Colleagues, Ofsted, pupils, senior managers and ourselves.</p>