



Loving minds ♥ hearts ♥ hands.

Planning, Assessment, Recording and Reporting Policy 2017-2018

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

OVERVIEW

Assessment, recording and reporting is an ongoing process within the teaching and learning cycle. This cycle ensures that individual learning is clearly targeted and that gaps in knowledge or misconceptions are quickly identified and appropriate actions implemented to remedy them.

The purpose is to raise attainment and ensure continuity and good progression on a termly and yearly basis.

The process will:

- ◆ Provide consistent accurate and reliable analysis to ensure maximum progress
- ◆ Be recorded in a manageable and user friendly way
- ◆ Be reported to the parents as and when appropriate in a way that is easily understood and reflects the progress of the child.

PLANNING FOR CURRICULUM SEPTEMBER 2017

Class teachers follow the regularly reviewed PLANNING AND MARKING document, which is condensed guide to daily practice.

- ◆ *Long term*
Divides the national curriculum subjects into manageable sections to be covered over a year. These fulfil the requirements of the National Curriculum, by teaching Foundation Subjects through Topics studied each $\frac{1}{2}$ term, with an increasing focus on the development of Thinking and Enquiry Skills. Teachers plan the year's curriculum with advice from senior leaders and subject leaders.
- ◆ *Medium term*
Identifies benchmark expectations for each ability group, within each subject.
Identifies the intended outcome for the unit.
Identifies opportunities for assessment.
Identifies cross curricular links and enrichment opportunities.
- ◆ *Short term*
Identifies learning objectives on a weekly/daily basis.
States how the learning objectives are to be delivered.
States activities to develop the identified learning objectives.
5 levels of differentiation are planned, which allow clear and effective 'next steps' to progress.
Provision for children with Special Educational Needs (SEN) and English as an additional language (EAL) is identified.
Use of ICT for independent learning is identified.

ADDITIONAL PROVISION

Teachers ensure that they plan and organise a range of activities in all subjects to meet the range of different learning styles. ICT is also used throughout the week to support and enhance teaching and learning

in all subjects and across all three Key Stages. In addition to this teachers must ensure that they explicitly cater for the specific groups within the class.

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

In planning for all Core subjects and Foundation subjects, teachers will provide the necessary support for all children with EAL. In planning teachers indicate how the child's needs will be met if this cannot be met through differentiation and/or peer/adult support. Adult/peer support will be used to help language development. Where language is not a barrier to completing a given task, children are expected to work at the appropriate level they have been assessed for. Additional support will also be provided using a wide range of resources e.g. ICT and through teacher lead activities. Children's learning is assessed and recorded in the AFL section of teacher's planning.

ABLE GIFTED AND TALENTED AND SPECIAL EDUCATIONAL NEEDS

Every child has an Individual Educational Plan (IEP). This shows clear targets for improvement and teacher strategies for ensuring they are achieved. The parent is sent a copy of this at the start of each term. Older children are expected to comment on them and make notes against their progress.

Planning shows the level each group within a class is working towards. Planning is clearly differentiated for each group with teaching and independent learning which enables each child to access develop their own knowledge and understanding appropriately both independently and with teacher/adult support. Planning also indicates when groups of children are being guided/supported by a teacher or teaching assistant and when they are working independently.

Children who are working significantly below or beyond the expected levels for their year group will have additional information on their IEP to ensure that teaching and learning is appropriate and supports their particular needs. IEPs are monitored and reviewed with the class teacher by the Special Educational Needs Coordinator. We believe that all children have gifts and talents which can be developed with the right level of support and encouragement. For this reason, all children have targets which are reviewed by themselves, the teachers and parents. During the term, whenever children achieve a learning goal /target they write in the class IEP file which records and celebrates the learning achievement. At the end of the term, the targets on the class display are attached to the IEP file and placed into the pupil's achievement record. This record remains with the child throughout their time at St Ambrose.

Children who are working at or beyond the level expected, in any subject, at the beginning of the academic year are placed onto the school's Gifted and Talented register. The progress of these children is then monitored through our usual round of $\frac{1}{2}$ term and end of year assessments.

ASSESSMENT

A variety of assessment approaches are used to assess knowledge, skills and understanding in all subject areas. To establish that something has been understood, known and can be done requires assessments which have been made using a variety of strategies over a period of time. Assessment in St Ambrose takes two forms continuous assessment and formal external assessment (statutory and non-statutory)

CONTINUOUS ASSESSMENT

This is the assessment of learning objectives identified in short term planning.

- ◆ is part of the short term planning cycle
- ◆ Involves the learner by sharing assessment criteria (Wow Work Criteria.)
- ◆ Uses a wide variety of assessment techniques (marking, observing, discussing, questioning, testing, target setting).
- ◆ Encourages the learner to evaluate their work against set criteria and to make reasoned comments about how it can be improved.
- ◆ provides pupils with feedback so that they can learn more effectively
- ◆ informs teachers' short term planning
- ◆ enables teachers to check pupil progress

- ◆ provides the basis of reporting to parents

MARKING. Children in the process.

Children's work is marked as part of the continuous assessment process. Marking is particularly powerful when done with child.

- ◆ Children are directly involved in the assessment of their own learning. Each class has developed a shared 'Wow Work' criteria list. At the end of every piece of work, the child can evaluate it against these criteria. All staff have been trained on this and it is expected from every child at an age appropriate level. Children are also used to peer marking and assessment and evaluating their own work with differentiated learning outcome tools.
- ◆ Staff mark the work following an agreed procedure in term of correction and annotation.
- ◆ The work is celebrated and rewarded with an age appropriate sticker/star or stamp.
- ◆ **FEED-FORWARD.** Teachers written comments are focused and relate directly to the teaching objective or to the next step in the child's learning. Older children often have to respond to these comments, either in correcting or repeating an element of it.

FORMAL EXTERNAL ASSESSMENT

These assessments are set by external agencies and are completed at appropriate times by each year group. These assessments are used to measure the school's judgements against national benchmarks and expectations and help to identify our strengths and weaknesses. This information is used:

- ◆ By the Senior Leadership Team when planning school improvement.
- ◆ by teachers and subject leaders at the planning stage
- ◆ by all staff to further develop moderation and evaluation skills
- ◆ to identify children with special needs
- ◆ to set targets for individual children
- ◆ to set school targets

At St Ambrose we use the following formal assessments.

Foundation Stage	Profile and tracking arrangements
Year One	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014)
Year Two	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014). KS1 SATS
Year Three	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014). Optional SATS.
Year Four	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014). Optional SATS.
Year Five	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014). Optional SATS.
Year Six	Rising Stars Tests, PUMA tests, PIRA tests and Teacher Assessment. Classroom Monitor arrangements (FEB 2014). KS2 SATS.

In addition to the formal end of year assessments, all children from Year 1 to Year 6 take part in $\frac{1}{2}$ termly assessments in Numeracy, Reading, Writing and Science. These are formal assessments (Rising Stars) and marked by teachers. The results of these assessments are used as part of our on-going pupil progress tracking system. This means that underperformance is quickly highlighted and intervention strategies implemented. Tests are analysed to help identify gaps in knowledge and also cohort/group misconceptions or errors, which in turn helps to inform planning. A judgement is made using this information and the in depth knowledge of the child over time.

At the end of each $\frac{1}{2}$ term each class teacher assesses pupil's understanding in Religious Education (by following the RE Scheme of Work which includes assessment guidance) and pupil capabilities in ICT (by using Level appropriate statements from the School Assessment file and results from 2Assess program activities). The results of these teacher assessments are recorded in the school's Assessment and Tracking system.

At the end of each term, class teachers assess each pupil's level of understanding and ability in all Foundation subjects. Level judgements are made by identifying which criteria pupils are able to demonstrate they can complete independently. The results of these teacher assessments are recorded in the school's Assessment and Tracking system and the Classroom Monitor system from February 2014.

PUPIL PROGRESS MEETINGS

At the end of each $\frac{1}{2}$ terms or end of full term assessments, staff analyse assessment data and attend a Pupil Progress Meeting (PPM). PPMs are attended by the Head teacher, Assessment Co-ordinator and the class teacher. During the meeting the following areas are identified and discussed.

- Which children have exceeded your expectations?
- What did you do to make a difference?
- Which children have made little or no progress in Reading, Writing or Numeracy?
- Why do you think that is?
- What strategies will you employ to ensure that the individual child is not in this category next time?

Analysis of assessment data and planned activities to address under achievement are recorded and kept in the 'Whole School Tracking and Target Setting File'.

At the end of each term, class teachers are required to carry out a more detailed analysis of progress measures within each Key Stage and look at the progress of six identified groups, for reading writing and mathematics.

Teachers also present their IEP folder at the meeting. Handwritten notes are evident as they are working documents.

Teachers set pupil targets for reading, writing and numeracy as part of the assessment process. New targets are added to each pupil work book for the start of the new term.

MODERATION AND EVALUATION

Moderation and evaluation is an ongoing process throughout the school and is organised by SLT, their findings from planning/book scrutinies as well as pupil interviews and assessment data is reported recorded and used to inform judgements about pupil progress as well as the quality of teaching and learning across school.

The Head Teacher and Deputy Head regularly carry out moderation and evaluation of planning and pupil work/progress for all year groups. This involves in-depth scrutiny of planning, evaluation/AfL, level appropriate differentiation, provision for children with SEN/EAL, continuity of whole school planning/evaluation. At the end of this process, findings are shared with individual teachers and actions for improvement identified and implemented. Whole school/Key Stage issues are shared with SLT and whole school actions agreed and implemented. The timetable for work scrutiny and lesson observations is found on the SDP Calendar.

TARGET SETTING

Target setting for each class is set by the SLT. Targets in all year groups are challenging and demonstrate our commitment to every child achieving the best that they can in every year.

On entry to the Foundation Stage, each pupil is assessed through a variety of activities and this baseline assessment is used to indicate expected progress in the Foundation Stage. School is using the new LA tracking system.

Results from the Foundation Stage Profile at the end of Reception are used to indicate expected progress of each child through Key Stage 1. In previous years, the calculation to set end targets for the end of Key Stage 1 used a mean of the 13 Strands from the Profile. **We are waiting for Dfe and LA guidance on how to set KS1 targets based on the new EYFS profile for 2014 and 2015 KS1 targets.

The target setting process clearly shows what the minimum expected progress is of each child, in every year group. Our assessment manager tracks using a minimum of 12 points progress by end of KS2 (to reflect a benchmark with the national picture), since this only equates to satisfactory progress, tracking and target setting is broken into higher and more challenging bands.

Key Stage 1

Minimum expected progress from the end of Foundation Stage to the end of Key Stage 1 = 6 points

Key Stage 2

Minimum expected progress from the end of Key Stage 1 to the end of Key Stage 2 = 12 points

We produce a 12 point tracking grid to ensure an appropriate level of challenge for each class teacher and each half term.

RECORDING PROCESSES

- ◆ **Assessment Folder.** Class teacher completes forms in each half term. Benchmark attainment against national expectation. Tracks relative progress of all children.
- ◆ **Whole School Data File:**
 - Progress Summaries KS1 Autumn, spring, summer. Writing Reading Maths. Groups' analysis: Gender. FSM. INA. LAC. SEN.
 - Progress Summaries KS2 Autumn, spring, summer. Writing Reading Maths. Groups' analysis: Gender. FSM. INA. LAC. SEN.
 - End of year Summary. Full analysis before ROL summary statements are made after final report.
 - Whole school tracking grids. Autumn, spring, summer. Writing Reading Maths.
 - Cohort trackers. Tracking individual cohorts through the school. Writing Reading Maths.
 - Target Setting 2013, 2014, 2015, 2016 and historical attainment at a glance.

REPORTING

We report children's progress to parents/guardians by:

- ◆ Parent Consultation Meetings (once a term).
- ◆ Annual written reports (sent home in the summer term) and at any other time as requested by parents/guardians.

School Reports are:

- ◆ Written in a language clearly understood by parents
- ◆ Honest and reflect a true picture of the child's progress, achievement and next steps for further development
- ◆ Fulfil all legal requirements relevant to the age of the child

We report the school's progress to Governors by:

- ◆ Discussing and debating the school's targets at a meeting of the Governors annually.
- ◆ Presenting the results of formal assessments (statutory and non-statutory) and overall pupil progress to Governors.
- ◆ Continuing to update Governors through reports to the curriculum sub-committee or other committees as requested.

.....

Reviewed: July for academic year 2017 2018

Date agreed by Governors: