

This policy was adopted by King's Ford Junior School and is currently being implemented by Icen Academy.

ICENI ACADEMY

Assessment and Recording Policy

Assessment is a process of gathering information. It enables us to ascertain children's understanding and plan for their future needs. During this process of data gathering, an attempt is made to apply some standard of criteria to the information. The common criteria (i.e. expectations) for assessment have been established through the National Curriculum and it is against these that children's understanding is measured. The process of assessment therefore enables us, through a well planned programme, to facilitate positive development to the benefit of all.

Purpose

- to improve the quality of teaching and learning
- to clarify the links between curriculum planning and assessment
- to ensure consistency of approach in assessment and record keeping procedures.
- to revise assessment arrangements under the National Curriculum Orders and by QCA recommendations.

Policy Development

At Icen Academy we are continually evaluating our assessment procedures and plans to provide an effective method of assessing the learners' progress in skills, knowledge and understanding in relation to planned learning objectives of the whole curriculum. Assessment is an integral part of our teaching and learning, developing accuracy, consistency and comparability.

Objectives

- to plan the assessment of learning outcomes that informs future teaching,
- to diagnose difficulties in learning in order to provide intervention strategies,
- to identify gifted and able or talented children who require extension activities
- to give positive feedback to the learner with clear ways forward,
- to encourage increasing skills of self assessment,
- to keep records of attainment that will inform the reporting process.
- to use validated assessment data to inform target setting and to raise expectations and standards.
- to ensure consistency and the standardised agreement of levels of work collated by teachers.
- to make predictions and set targets to work towards.
- To analyse performance of different genders and ensure appropriate intervention is taken.

Guidelines:-

Assessment Organisation

Assessment is closely linked to the school's curriculum policies, maps and schemes of work. Children's learning outcomes are monitored to inform future planning and teaching, and attainment is recorded to inform reports to parents.

Assessment Approach

We recognise that assessment falls into four main categories:

- Formative – ongoing teacher assessment so that next steps may be planned
- Diagnostic – ongoing / specific where difficulties are clarified so that help can be provided.
- Summative – end of unit, term, year, Key Stage where the overall achievements of the pupils are recorded.
- Evaluative – when the work of the teacher, the school, and the LEA is judged by the achievements of the pupils in their charge.

Formative / Diagnostic Assessment

At Icen Academy we assess children's every day learning outcomes within the planned curriculum. We teach learning objectives through a range of activities to enable children to acquire skills, knowledge and understanding. It is the outcome of these activities that supports teachers' understanding of what children have acquired therefore assessment, such as through the marking of work, is continuous and ongoing.

Teachers use a variety of approaches to facilitate their understanding of the learners' progress. They make observations, listen formally and informally and use a child's recording of their task as evidence. This will include:

Written Reading Construction	Diagrammatic Using appropriate Language	Oral Subjects	Quiet
Paper Book Assessment Wall or classbook reading Display/Working Walls Computer generation	Models, presenting diagrams and tables. Graphical representation.	Target children in talking about own work. Group or class discussion.	Self Evaluation Peer Assessment

Results of tests using published material

- End of KS1 SAT material
- Optional Year 3, 4, 5 SAT material
- End of KS2 SAT material
- The Suffolk reading test twice yearly
- Catch Up intervention Programme (for targetted pupils)

APP is used frequently by staff in maths and literacy to assess pupil's learning which will inform planning. A minimum of six children per term are assessed in reading and maths. Ros Wilson writing levels are used each half term to level an independent piece of every child's writing.

Data from all the above tests are entered onto Target Tracker and used to profile childrens' progress over time. Target Tracker is also used to set pupil level targets.

Target Setting

The KS1 SATS are used to set future targets for attainment in the KS2 SATS.

Other assessment material includes published schemes - as listed above. This material informs the target setting process and to inform parents and staff of attainment and expectations.

The school uses the Government generated reports, Raiseonline, Local Education Authority Comparative Data and Fischer Family Trust to provide comparison and benchmarking that informs assessment and target setting.

KS1 assessments are used to provide evidence of value added scores to aid comparison of our school's data internally and with other comparable schools.

The school is involved in target setting at the following levels:

PUPIL TARGETS - individual learning intentions negotiated one to one. Targets for reading, writing and maths are stuck into individual books.

CLASS/TEACHING TARGETS for reading, writing and maths are set once a term and displayed on working walls in classrooms.

SCHOOL TARGETS - legal requirement for school governors to set and publish the predicted attainment in KS1 and KS2 SATS.

LEA TARGETS - The LEA is required to reach targets and these are negotiated with the school over these expectations.

NATIONAL TARGETS- the Government proposals for levels of attainment by a set date.

Approaches to Recording:-

i. Assessment for Learning

Subject planning indicates teaching activities and learning outcomes that focus assessment opportunities. We have developed several ideas to involve children in self assessment and to review their own learning. During selected activities children may self evaluate their work. We also provide opportunities for children to discuss the outcome of their tasks in pairs, groups, class presentation or to teacher.

ii. Assessment of Learning

Data is collated at the end of each term and enable teachers to track the termly progress of each pupil. An analysis of whole class data is completed each term by the class teacher. Pupil progress meetings are held termly. Any children who are not achieving their targets are identified and placed on intervention programmes to support their learning.

Maintaining Consistency

Planning is monitored regularly by SMT alongside assessemnt data. This also ensures consistency of assessment.

Parent interviews

Teachers are available after school once a week for interviews with parents to report and discuss their child's learning and progress. An informal open afternoon is held at the end of the spring term when parents have an opportunity to see what their child has been learning. Termly reports are sent to parents to keep them informed of their child's progress and next step targets. Phase Leaders hold a parents meeting at the beginning the school year. A termly phase letter is sent home to inform parents of class targets, termly themes and any other topics or events that directly affect each year group,

Planning

Planning files are maintained as a record of teaching, learning and assessment. Planning is annotated after each lesson and to inform assessment and future learning

Monitoring and Evaluating / Staff Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for monitoring Assessment outcomes ensuring that progress is tracked and necessary interventions are made to ensure that each pupil reaches his her academic potential.

Assessment Co-ordinator / Deputy Headteacher

- The Headteacher and SLT discuss the progress of assessment, recording, reporting and achievement of children's work.
- The Deputy Headteacher monitors staff collation of assessment data and ensures that it is current, up to date and relevant.
- The Deputy Headteacher oversees the input of Assessment data into the Schools Assessment monitoring package- currently 'Target Tracker' and then completes a whole school data analysis.
- The Headteacher orders relevant publications from QCA and ensures that the school has submitted data required from the QCA for the annual SATS and Optional tests to be administered by all year groups
- The SLT and SENCO in close consultation with the Headteacher analyse and compare assessment data and make suggestions as to what interventions/ strategies need to be implemented.
- The Deputy Headteacher reports on assessment to the Governors through the curriculum committee.

Senior Leadership Team

Senior Leadership Team meet with the Headteacher each term to discuss any issues that arise from SATS / assessment outcomes and highlight where improvement is needed.

Curriculum Co-ordinator

Core curriculum Co-ordinators are familiar with performance results for end of stage SATs tests. All Curriculum co-ordinators monitor learning outcomes / teaching skills identified by Senior Leadership Team. Co-ordinators develop an awareness of assessment methods for their subject and where necessary advise staff on particular assessment procedures relevant to the subject which they co-ordinate.

Class teacher

Individual class teachers are responsible for the implementation of assessment procedures. Teachers ensure that any assessment informs future planning and is relevant to the learning objectives covered. Targets are set with children on an individual basis and marking informs children on how far they have achieved these targets. The class teacher liaises closely with the Learning Support Assistants allocated to the class and give guidance as to the nature of

any assessments that take place. The Class teacher completes termly assessments and completes documentation for the Headteacher along with predictions for progress for the children in their care. It is the duty of the class teacher to report any concerns that arise from assessments they make to the SENCO / Head teacher / Subject co-ordinator as appropriate.

Learning Support Assistant

Learning Support Assistants keep assessment records under the direction of the class teacher and/or SENCo for the children with whom she/he is working. The Learning Support Assistant is aware of individual children's targets particularly those with special educational needs and discuss regularly with the child the progress that they are making towards reaching these targets and ways forward in which the child might achieve them.

Special Educational Needs

At Iceni Academy each child on the Special Needs Register has his/her own individual educational plan (IEP) which sets out targets for the term. IEPs and each child's needs are reviewed on a 6 monthly basis. Class teachers are responsible for planning for the needs of children with SEN, with advice and support from the SENCO. They are also responsible for assessing the progress of children with SEN and reviewing and updating their IEPs. More information can be found in the Special Needs Policy. There is also a more able, gifted and talented children register which is updated annually by the G & T coordinator.

Specific diagnostic tests (verbal reasoning, BPVS, Dyslexia Portfolio) are used to identify and support needed for individual children.

Involving Children

At the beginning of each lesson, teachers in all classes share with the children the learning intention for that lesson and share the success criteria, where appropriate. These are displayed around the classroom and printed off to be inserted onto the children's work. This gives the children an understanding of the learning to take place in the lesson and how to achieve this learning. The children use the success criteria / Can I statement to assess their own and others learning at the end of each lesson. The children are set targets in Maths and English on a termly basis and these are shared at Parents' Evening. The children's work is marked with reference to achievement of these targets (see Marking Policy). This marking and assessment is used to inform comments on end of year reports.

Reporting to Parents

All staff follow the principle that parents should be informed if their child is giving cause for concern in any area. Teachers and parents work together to deal promptly with any problems. Parent consultations are outlined above.

Reports:

- are jargon free;
- are informative;
- cover children's attainment, not coverage of the curriculum;
- provide information about children's progress;
- are positive, but suggest areas for improvement – targets;
- indicate how parents can help their child's future progress.
- indicate comments by the pupil;
- invite parents to comment;
- have a comment on each subject;
- give a target in core subjects;
- indicate the level the child is working at.
- Indicate the effort the child is making and their attitude to their learning.

- The annual report is kept in the child's LA file and a copy is sent to parents.
- The Governing Body has a responsibility to ensure that educational records are kept for individual children and that access to this record is given to those who are entitled to see it.

Formal Records

Annual report to parents. First page of report to have English, maths and science plus a target for each. This to be used as a record to inform the next teacher
KS2 SATs Assessments Levels at the end of Year 6.
Copy of the end of term report.

Date reviewed July 2011

Date of next review July 2012

Headteacher

Chair of Governors

DRAFT