

## **Assessment, Recording and Reporting Policy**

### **Introduction**

Assessment is essential for the promotion of effective learning and teaching. It enables the teacher to deliver an appropriate curriculum and provides the basis for continuity and progression. The process of assessment is designed to assist the teacher and is an integral part of statutory procedures. As stated by Ofsted 1998, "The purpose of assessment is to improve standards, not merely to measure them."

### **Aims**

We believe that if assessment is to be effective it should:

- Offer all pupils an opportunity to show what they know, understand, can do and need to develop.
- Assist the child as a learner.
- Enable the teacher to plan more effectively to advance the learning process.
- Ensure that there is continuity and progression between year groups.
- Provide school with information to evaluate work and set appropriate targets.
- Help inform parents so that they can be more involved in their child's progress.

At the New Islington Free School, we see assessment as having two equally important aspects, 'Assessment for Learning' and 'Assessment of Learning'. These two aspects are addressed separately in this policy.

### **Assessment for Learning**

Assessment for Learning (AfL) is any assessment activity that informs the next steps to learning. This is an ongoing process throughout the school in order to facilitate pupil progress and improve teaching and learning. It is part of the day to day classroom activity as teacher planning is embedded with subject learning goals to form a circle of assessment, reflection and action.

The key message is that AfL depends crucially on actually using the information gained. At the New Islington Free School, we aim to embed the ten key principles of AfL into our everyday classroom practice by:

- Ensuring that conditions for learning are secure.
- Designing opportunities for learning.
- Using day-to-day assessment opportunities.
- Using subject learning goals.
- Use of curricular targets.
- Providing feedback on learning.
- Formative use of summative assessment.
- Establishing how to use ICT to support AfL.

- Involving parents and carers.

At the New Islington Free School, we embrace and follow this guidance, and the Assessment for Learning programme is integrated within the IPC. We will also aim to review, evaluate and develop our AfL practice, through the use of up-to-date support materials and educational frameworks.

### **Assessment of Learning**

Assessment of Learning (summative assessment) sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a half-term or term, at the end of a year or at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded in writing, through photographs or other visual media, or through an audio recording.

### **Teaching and Learning**

Teaching techniques and assessment methods take into account and reflect pupils' individual learning styles and evidence of formative assessments are collected through:

- observation
- questioning
- talking and listening
- samples of work
- allowing pupils to evaluate and assess their own work
- marking work
- children presenting work to others e.g. during plenary sessions

The information gained from these ongoing formative assessments helps teachers plan the next step in children's learning for the whole class, groups or individual children.

Marking takes into account the shared learning intention and success criteria. Children are given feedback either oral or written (class/group/individual) and are encouraged to see how they could improve their work.

We believe that children should be involved in the process of assessment for learning with learning goals and standards spelled out clearly. We ensure that pupils know what they are supposed to be learning, what they have achieved and how they can improve through the cycle of assessment, reflection and action. The pupils are

given opportunities to self and peer-assess their work against the shared learning intention and success criteria and identify learning improvements.

Assessment and evaluation should be across the curriculum and not only in a narrow range of subjects.

### **How do we assess?**

Due regard will be given to the statutory requirement for the pupils at NIFS to complete:

- Key Stage 1 teacher assessment
- End of Key Stage 1 Phonics Screening Checks
- End of Key Stage 2 tests

All results from assessments and tests will be reported accordingly. P scales will be used for pupils with SEN where they are unable to access NC Levels.

EYFS: The IPC Early Years programme will be used for children aged up to six years old (Reception). The principles adopted by the programme are:

- The fundamental purpose of early years education is to help children develop the skills and attitudes they will need both at this level and throughout a lifetime of learning.
- Children need a holistic educational experience that doesn't create artificial boundaries between different aspects of their development.
- Play is an essential part of children's learning and development.
- The activities undertaken by children aged 4 & 5 should help them work towards the subject, personal and international goals of the IPC.

Due regard will be given to the statutory requirement for the EYFS as set out in section 40 of the Childcare Act 2006. EYFS Profile data will be collected and reported as required. For children with SEN, an alternative assessment method will be used (but not P scales).

The performance of pupils and the School will be monitored longitudinally using PIPS (Performance indicators in Primary Schools) as developed by CEM (The Curriculum, Evaluation and Management centre at Durham University).

PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities,

which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase.

Used over a number of years, PIPS data quickly builds into a portrait of the school, as well as the classes and the children within it. To assist with managing the data, CEM provide software in the form of IDEAS+ (Interactive Data Evaluation and Analysis Software). IDEAS + integrates a number of tools that enable one to look for trends and patterns over time.

- Value-added grids to make sense of what different combinations of prior and context value-added results mean for individual children, and set targets accordingly.
- Longitudinal charts allow one to track the progress of a class or individual over time.
- Latitudinal charts to compare the results for a particular year group as different cohorts of children pass through it.

Annual spelling and reading age tests will be completed at the start of the Autumn Term.

### **Record Keeping and Transfer of Records**

It is the assessment information that marks significant steps forward in children's learning that need to be recorded as an ongoing or formative record. Each teacher keeps ongoing records to inform their own and other's future planning. The record sheets are designed for recording the progress of most children, but are not suitable as a sole record keeping system for some children who have specific needs e.g. those children on the SEN register. For these children, the IEP and its review sheet form a vital part of their ongoing record.

For each child there is an individual folder held electronically. This folder contains the following information:

- Individual pupil tracking and target setting sheet
- Transfer forms
- Foundation Stage profile data
- Annual reports
- Key Stage 1 tests and phonics screening checks
- Key Stage 2 tests
- Reading and spelling ages
- PIPS

The assessment coordinator keeps collated records of assessments and targets for each year group.

## **Special Needs**

Special needs records are kept for children whom staff are concerned about, who are receiving support of any kind and for all children with a Statement of Educational Need. These records detail any concerns, the specific action to be taken and specific targets related to areas of weakness. Parents are informed when each review takes place and arrangements are made for the class teacher to discuss the plan with the parents. Records are kept in pupil files and with the SENCo.

## **Gifted and Talented**

Individual teachers identify children who are deemed to be more able in one or more areas and plan for these children accordingly. Formative and summative assessments monitor pupil progress and indicate whether children are achieving their full potential.

## **Target Setting**

All targets for pupils will be individual and aspirational. They will be both stretching and realistic. Pupil's progress will be measured regularly via PIPS, Assessment for Learning (integral to the IPC programme) and routine teacher assessment. The School will assess how well different groups of pupils are doing; children in care, boys, girls, G&T, SEN, minority ethnic or socio-economic groups. Where necessary, the curriculum will be tailored to rapidly address any issues identified.

Whilst the responsibility for the target setting and the monitoring and improvement of standards will be principally the responsibility of the Headteacher and Senior Leadership, the Board of Governors will oversee the process. The Headteacher will report the School's results and performance to the Board annually. The Board will assess how well the school is doing overall and discuss with the Headteacher and the staff of the School strategies for improvement where necessary. The Board will ensure the school has effective systems in place for monitoring pupil progress and that it is using all available data to set challenging pupil targets. It will also ensure the School is applying appropriate differentiation in setting targets for disadvantaged pupils that are nevertheless challenging.

## **Reporting to Parents**

Individual parent discussions are held twice per year to enable teachers to discuss a child's progress. This provides an opportunity for the teacher to praise the child's success and inform parents and children of areas for improvement/development so relevant targets can be set.

A written report for every child is produced twice a year as a record of curriculum coverage, achievement and future targets. End of Key Stage test results will be included on reports.

### **Recognition of Achievement**

A range of rewards and incentives are used to recognise achievement within the NIFS, including:

- House points
- Merit and Wise Owl badge
- Commendations
- School prizes awarded by Headteacher
- Letters home
- Website

### **Monitoring of Whole School Progress**

Staff meetings are planned for whole school improvement issues and moderation of children's work to ensure a consensus of agreement on the curriculum level achievements and policy in school. The Headteacher, senior staff and subject coordinators monitor planning, carry out lesson observations and sample pieces of work.

### **Review and evaluation**

This policy will be reviewed every two years.