Vallis First School Assessment, Recording and Reporting Policy

This policy outline key roles and responsibilities, principles and practice in assessment, feedback and marking, recording and reporting.

Naomi Pauley Headteacher:- Assessment Lead

ASSESSMENT: Roles and responsibilities:

All adults working in classrooms will be responsible for:

- planning lessons to enable children to at least master the Age Related Standards required by the end of an academic year, phase or key stage
- assessing children's learning through a range of strategies to enable a summative or formative judgement to be made.
- developing their own and children's assessment skills

Leaders and managers in schools will be responsible for:

- providing a manageable and meaningful system for record keeping
- identifying at an early stage those who are not on track to meet or exceed age related expectations by the end of a year.
- providing interventions for those who need to 'catch up'.
- ensuring that parents and carers are fully informed about their child's achievements
- ensuring staff reflect on and improve practice by working alongside colleagues
- ensuring moderation happens within and across clusters of schools

Moderation:

We work within phases and across the school, clusters of schools and our FLP schools as well as Local Authority schools to moderate our assessment judgements in core subjects. Where possible we arrange for an external moderator with appropriate expertise to attend these meetings in order to further moderate our judgements.

As children move classes within school the teachers meet to discuss the child's achievements, progress and needs. When children transfer to the middle schools meetings take place with Heads of Year or SENCOs and class teachers to discuss children's achievements and needs as part of the Frome Schools' Transition Project.

Principles:

- Children will be provided with feedback from adults and their peers that takes their learning forward.
- In order for this to develop we agree that oral and written feedback must be: manageable
meaningful
motivating
and timely.

- Adults will mainly give verbal feedback at the point of learning to ensure that errors do not become embedded.
- Children will be encouraged to identify their own errors in key non-negotiables eg number reversal, spelling high frequency words for their year group correctly and technical aspects of writing.
- Adults will follow agreed styles of marking and feedback eg coloured pens use of stickers etc.
- All work should be marked, discussed or acknowledged in some way to show it is valued.
- Children themselves will be trained in effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and sensitively against agreed success criteria.

Adults will give feedback verbally or in written form using the following codes written in a circle:

- o I=Independent
- o S= supported
- o S→I supported leading to independent
- o P=paired work
- o V= verbal discussion with the child(including key word to indicate focus of discussion)

RECORDING AND REPORTING ATTAINMENT AND PROGRESS:

Evidence of child attainment and progress will be informed by:

- observations in the classroom by all adults
- annual end of year teacher summative judgements of mastery of ARS
- comparing entry and exit data for a child within each year group

Principles that underpin our recording and reporting system:

- Teachers keep simple and manageable formative assessments linked with planning.

- Children will have the opportunity where possible to share their learning with key adults.
- Summative judgements form part of the 'big picture' and will be made no more than three times annually at pupil progress meetings.
- Summative judgements are shared in annual reports to parents. These will not be shared with children as good assessment practice indicates that it is not motivating.

RECORDING: for management purposes

This takes place at termly Pupil Progress Meetings making use of SIMs marksheets and tracking grids.

Children unable to access Y1 programmes of study are recorded separately using *either:*
- EYFS outcomes
- P-scales (SEND only)
- Language in Common (EAL only)

Governors will receive reports similar to the example below.

YEAR 2 SPRING TERM

	Total	READING Below No	READING Below %	READING On No	READING On %	READING Above No	READING Above %	WRITING Below No	WRITING Below %	WRITING On No	WRITING On %	WRITING Above No	WRITING Above %	MATHS Below No	MATHS Below %	MATHS On No	MATHS On %	MATHS Above No	MATHS Above %
All	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
Boys	11	0	0%	3	27%	8	73%	4	36%	6	55%	1	9%	0	0%	3	27%	8	73%
Girls	11	0	0%	1	9%	10	91%	1	9%	5	45%	5	45%	0	0%	3	27%	8	73%
EAL	2	0	0%	1	50%	1	50%	1	50%	1	50%	0	0%	0	0%	0	0%	2	100%
No EAL	20	0	0%	3	15%	17	85%	4	20%	10	50%	6	30%	0	0%	6	30%	14	70%
Pupil Premium	1	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
Not PP	21	0	0%	4	19%	17	81%	5	24%	10	48%	6	29%	0	0%	6	29%	15	71%
Free School Meals	1	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
Not FSM	21	0	0%	4	19%	17	81%	5	24%	10	48%	6	29%	0	0%	6	29%	15	71%
Looked After	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Looked After	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not SEN	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
Gifted & Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not G&T	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
Service Pupils	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Service Pupils	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
Travellers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Travellers	22	0	0%	4	18%	18	82%	5	23%	11	50%	6	27%	0	0%	6	27%	16	73%
Autumn Born	5	0	0%	0	0%	5	100%	0	0%	4	80%	1	20%	0	0%	0	0%	5	100%
Spring Born	13	0	0%	1	8%	12	92%	1	8%	7	54%	5	38%	0	0%	3	23%	10	77%
Summer Born	4	0	0%	3	75%	1	25%	4	100%	0	0%	0	0%	0	0%	3	75%	1	25%

Year 2 Spring
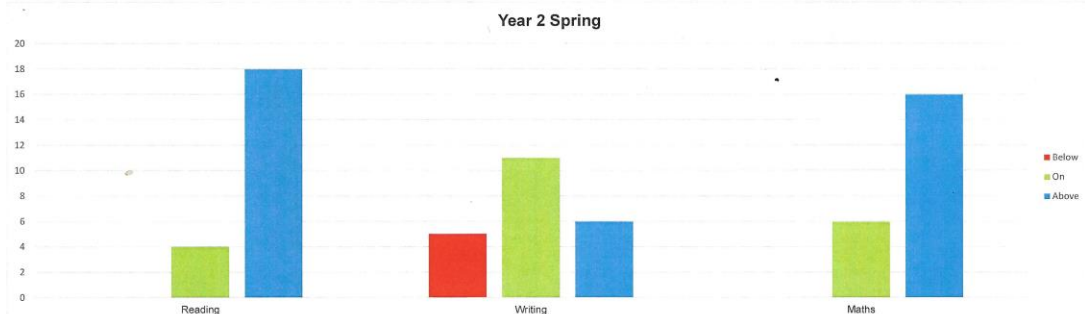
REPORTING: attainment and progress to children and their parents/carers:

An annual written report is given to parents including the outcome of summative assessments and national assessments eg Y1 Phonics check etc.

Reviewed Summer 2017