# LONG MEADOW SCHOOL


# ASSESSMENT FOR LEARNING, RECORDING AND REPORTING POLICY



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| Policy adopted: | January 2004 |
| Date of last review: | July 2016 |
| Date of next review: | July 2019 |
| Type of policy: | Non Statutory / LMS |
| Frequency of review: | 3 years |
| Governor committee: | Curriculum Committee |

**Long Meadow School**

**ASSESSMENT FOR LEARNING, RECORDING AND REPORTING POLICY**

**1.    Introduction**

Assessment is an integral part of effective learning and teaching. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners. It is inextricably linked to the curriculum which provides the content and context of assessment.

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' *Assessment Reform Group 2002.*

**2.    Principles of Assessment for Learning**

Assessment for learning:
- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment (and peer assessment)
- Recognises all educational achievement.

*Assessment Reform Group 2002, Assessment for Learning: 10 principles.*

**3.    Key Characteristics of Assessment for Learning**
- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with learners.
- It aims to help pupils to know and to recognise the standards for which they are aiming.
- It involves pupils in self assessment (and peer assessment).
- It provides feedback that leads to pupils recognising their next steps and how to take them.
- It is underpinned by the confidence that every student can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

*Assessment Reform Group 1999, Assessment for Learning.*

**4.    Statutory Requirements of Assessment and Target Setting**

Schools must complete the following:
- Early Years Foundation Stage Profile (EYFSP) – this is completed for all children at the end of Reception. Results are reported to the LA and DfE.
- Key Stage 1 SATs – teacher assessment is made of the standard achieved in English (Reading and Writing), Maths and Science at the end of Key Stage 1 (Year 2). Results are reported to parents, the LA and DfE.
- Key Stage 2 SATs – children at the end of Key Stage 2 (Year 6) sit tests in English and Maths and are teacher assessed in English (Reading and Writing), Maths and Science. Science is tested nationally using a biennial sampling system. Test scores are reported as a

scaled score and teacher assessment related to the standard attained. Results are reported to parents, the LA and DfE and are published.

Whole school targets are required to be set for the end of Key Stage 1 and end of Key Stage 2 in English and Maths**Mastery at statutory assessment points**

At statutory points (KS1 and 2), the principle of mastery is used to make judgements. Children must achieve all the statements in the national descriptors of attainment in order to be assessed as having 'mastered' that standard of attainment.

## 5. **Planning for Assessment**
Assessment is integral to the planning process which occurs in three phases.

5(a)   Long Term Planning

The long term plan consists of a yearly cycle of half termly or termly themes. Units of work in each subject are linked to the themes and plotted onto an overview by each year group, together with programmes of study.

Subject leaders maintain long term plans of all work covered each term by each year group in their subject.

5(b)   Medium Term Planning
The medium term plans are agreed in year groups and consist of schemes of work which follow the Early Years Foundation Stage Curriculum or the National Curriculum guidance in each subject.
Medium term plans identify:
- Learning Objectives
- Activity outlines
- Teaching strategies and methods of organisation
- Cross curricular links
- Key aspects for assessment for learning and Assessment of learning
- How long to allocate to each unit

Each term year groups plan using the half termly themes and produce a weekly overview. Each theme is expected to include a visit, visitor or special event and this is included on the overview. There is an emphasis on a creative curriculum and overviews reflect flexibility in the timetable for year groups to block work in each subject and to make links between subjects.

5(c)   Short Term Planning
The weekly plans draw on the medium term schemes of work and are completed in year group meetings and adapted by individual teachers.

Weekly plans identify:
- Assessment opportunities
- Clear learning objectives and success criteria
- Differentiated activities and the sequence of the lesson
- Evaluations
- Key vocabulary
- key questions
- Mini-plenaries and feedback points
- Progress checks
- Use of teaching assistant support

- Resources
- Learning Well
- Big picture
- AfL features eg Talk Partners, self / peer assessment, feedback, mini plenaries, progress checks

Appendix 1 gives examples of weekly plans.

## 6.    **Day to Day Assessment**

This provides a wide range of evidence of learning in specific contexts which shapes immediate next steps.

6(a)    Learning Objectives, Learning Outcomes and Success Criteria

Learning objectives identify what the children will learn in a lesson and are used as the basis for assessing their progress. Learning objectives should not be context based, they should be mainly open and linked to a skill or process.

The learning objective should be shared with the children and written up on the traditional whiteboard in child friendly language.

Literacy: At the start of a piece of work, children write the date and the learning objective.

Numeracy: At the start of a piece of work, children write the short date and the learning objective.
The children assess their progress in their learning using the smiley face system (Appendix 2) and put the smiley face on their learning objective at the top of the page in their book.

Success criteria are the 'steps to success' and are a list of what the children need to do to be successful. They need to be planned by the teacher but are most effective when generated with the children. Success criteria can be the same for all children and the differentiation is by access, activity or support. At times they may be a list from which the children choose. Success criteria should be written up on the traditional whiteboard with 'Remember…..' or 'Choose from….'

Ways of generating success criteria with the children are:
- Demonstrate doing something wrong and the children correct the teacher.
- Show a finished piece of work from a previous year.
- Can you….prove it. Get children to show the steps.
- Compare two completed pieces of work (one of which is a better example than the other).
- Share 'sloppy' success criteria and show how they need changing.
- Demonstrate doing something right and children make notes.
- Give children task in steps, keep stopping and finding success criteria as going along.

6(b)    Self Assessment and Peer Assessment

Self assessment: during plenary sessions children self assess using the SC and 'thumbs up/down' (EYFS and Year 1) or smiley faces (Year 2 to Year 6) which is recorded in their books. Children should be regularly encouraged to set their own 'next steps'. The smiley faces system is shown at Appendix 3.

Other opportunities for self assessment occur during mini plenaries when visualisers may be used and through individual dialogue with the teacher, an adult or their peer.

Teachers plan opportunities for children to self and peer assess and model good practice.

Peer assessment enables children to give each other valuable feedback so they learn from each other and provide each other with support. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.

Useful strategies for peer and self assessment are:
- Encourage children to listen to other children's responses to questions and presentations made in class and to ask questions on points that they do not understand.
- Use examples of work from anonymous children and ask their peers to suggest possible ways of improving their work and how they would meet the learning outcomes.
- Ask children to use the success criteria to comment on strengths of each other's work and to identify areas for improvement.
- Ask children to 'mark' each other's work but without giving them the answers. Instead, ask them to find the answers from resources available.
- Using a visualiser to model peer assessment.

6(c)   Feedback
The Assessment for Learning Strategy states that giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning is a powerful tool to raise attainment.

*Features of oral feedback:*
- Timely
- Regular and interactive.
- Direct (targeted to individuals and groups) and indirect (as others listen in and reflect on what is said).
- Works in three directions: teacher or other adult to child; child to teacher or other adult e.g. teaching assistant, and child to child.
- Gives opportunity for the teacher to model the language of feedback that children can employ themselves in discussions and paired peer assessment.
- Face to face, which makes it personal and powerful.
- Immediate, children are often able to respond to it straight away.
- It should be positive: recognising children's efforts and achievements to date; and developmental: offering specific, detailed advice to help children progress.

Teachers should plan regular opportunities to provide oral feedback at the point of learning. As a minimum, teachers should guide a different group of children each day based on assessment of previous learning. This group will have their learning annotated in pink pen and there will be a focus on feedback during the learning. Feedback labels may be used by staff if they wish.

*Marking*
Marking should reflect the learning objective and is seen as a powerful form of assessment. All pieces of work have some mark on it from an adult and marking that is carried out away from the children is done in green pen with supply teachers putting their initials on it. Where possible, the piece of work is marked with the child and a shared comment written. When the work is marked without the children, the marking guide shown at Appendix 4 is used.

On every piece of work the teacher assesses the work using red, orange and green sticky dots linked to learning objectives, learning outcomes and success criteria.

## 7.    Periodic Assessment
This gives a clear profile of pupils' achievement across a whole subject and informs and shapes future planning and targets for improvement.

### 7(a)    Bands and Steps
The school uses Statement spreadsheets for maths, writing, reading and science for all pupils (copies are saved on the network). Examples of learning that exemplify the statement are collected for all children The Assessment of Learning Cycle is shown in Appendix 5.

### 7(b)    Termly Teacher Assessment
Each term teacher assessment is collected for every child in Year 1 to Year 6 for reading, writing, maths and science. The data shows Bands and Steps and P levels and is entered onto Target Tracker. The data is analysed to identify in school variation between groups and   areas for development.

In Early Years a baseline assessment is collected at the beginning of October using the EYFSP points. Further data is collected in February (mid-year) and June and used to analyse progress and identify areas for development.

### 7(c)    Target Setting
Numerical targets are set at the end of September for every child in the school in reading, writing and maths. These are reviewed in January following the autumn term assessments. Individual targets are used to identify year group targets.

## 8.    Transitional Assessment
This is formal recognition of pupils' achievement and is reported to parents and next teachers. These are Key Stage 1 and Key Stage 2 SATs and the Early Years Foundation Stage Profile. Standardised tests are used in Year 5 to inform teacher assessment at the end of the summer term and support the Year 6 team in preparing the children for statutory assessment.

## 9.    Moderation
Each term teams meet to moderate judgements on the Spreadsheets and Target Tracker judgements of Bands and Steps. School wide moderation happens termly in a different subject. EYFS, Year 2 and 6 teachers attend moderation meeting in the Shenley Brook End Liaison group with colleagues from other schools.

## 10.    Records
Termly teacher assessments are recorded on the School Spreadsheet and Target Tracker program.

Recording children's achievement often takes place when marking children's work and comments written on books are a significant part of our record keeping system. Teachers are encouraged to collect information about how much children understand by:

| Reading written / drawn outcomes | Watching what children do when they are learning – look and observe |
|---|---|
| Listening to what children say | Questioning children during learning conversations. |

They use the information they gather both to make summative judgements about a child's attainment but all to make formative judgements about the child's next steps and how to help the children move forward to master the curriculum. Once the curriculum is mastered, the teacher will provide opportunities for the child to apply their skills, understanding and knowledge at an increasingly greater depth.

A record of achievement in reading is kept in each child's Reading Journal and in the Class Reading File. These record books and comments from parents, teaching assistants or teachers. Guided reading is recorded in the Class Reading File.

Spelling and phonics tracking is completed termly as part of the writing spreadsheet as is the Colour Reading Tracking grid. Foundation subjects are assessed on the school KPI spreadsheet which is saved on the network.

Children's social records are kept by individual teachers in note form when required.

Children on the SEN register have clear up to date records of their IEP (see SEN policy).

Each child has a record file which contains all assessment documentation.

Any other written records are kept in addition to the school's requirements. This is the decision of the individual teacher.

## 11. Reporting
At Long Meadow School we believe communication with parents is a vital part of the learning process. Parents are welcome at any time to make an informal appointment with their child's class teacher or headteacher to discuss progress. Parents' evenings are held termly and parents are actively encouraged to attend. IEP reviews are held termly for parents of children with SEN.

Autumn term – in the first half of the term, parents are invited to an open, informal 'Meet the teacher' twilight session. Appointments are not offered on this occasion. Just before half term a formal evening offers parents the opportunity to discuss how their child has settled into the new routines. Targets set by the previous teacher will be reviewed and new targets discussed. The Parent's Evening report is written for parents to take away with them after the meeting.

Spring term – offers parents the opportunity to discuss their child's progress so far, to review the targets and discuss new targets. The Parent's Evening report is written for parents to take away with them after the meeting.

Summer term – this is an 'open' meeting where parents have the opportunity to look around the school and meet the child's new teacher. An appointment can be made for parents who wish to discuss their child's end of year report or review IEPs.

**12.    <u>Annual Report</u>**

At the end of the year, teachers use their records to report the year's progress to the parents. Reports are written for each curriculum area, including personal and social. The report is written in terms of strengths and weaknesses and gives an indication of the child's level according to expectations. The children contribute to their report. Early Years children provide a sample of work. Years 1 to 6 are asked to write about their successes and a possible target for next year. Parents are also asked to comment. A copy of all the reports are kept in the child's individual records.

**13.    <u>Transfer</u>**

When a child leaves us before the end of Year 6 records are requested from their new school. These are as follows:

- UPN
- Child's report
- Transfer document KS1 or KS2
- SEN records
- EAL records
- Medical records

When children leave at the end of Year 6, information is sent to the Secondary School according to their requirements.

Information is received from pre-schools and nurseries before children enter Early Years.

As children transfer from class to class within school, teachers need to meet to ensure continuity and progression in children's learning. They are required to hand over records as detailed in Appendix 7.

Transition meetings are held for individual children with specific needs in July.

**14.    <u>Equal Opportunities</u>**

The Assessment Policy as outlined above will at all times follow the school's equal opportunities policy.

**15.    <u>Monitoring and Review of the Assessment Policy</u>**

The policy was written in January 2004 and will be reviewed by governors every three years.

Date of reviews        May 2007
                       February 2010
                       January 2015
                       June 2016 (Sarah Hand)

| Engagement: Learning Well: solve problems | Any curriculum context | Curriculum Essentials including AfL |
|---|---|---|
| • Plan the things they will need to find things out <br> • Be subjective <br> • Justify opinions and answers <br> • Understand a different point of view <br> • Identify next steps to use in similar or different problems <br> • Ask specific questions <br> • Compare and contrast <br> • Analyse and assess | | Talk, discuss, solve problems, research, assess and evaluate |
| | The Big Picture: OUR SOLAR SYSTEM | Resources See lessons |

| Core lesson – basic learning (with advancing challenges incorporated). | Advancing or deep knowledge – not core. If children have not sec knowledge then they should have more learning linked to that rath learning. |
|---|---|

What is in our solar system?

| | Learning Episode 1 | Learning Episode 2 | Learning Episode 3 | Le |
|---|---|---|---|---|
| To research information <br><br> **Remember:** <br> *relevance, organise ideas, use what you know, create images in head to help you understand.* | Look at pictures – TTYP to come up with questions about the images to try and guess what they are. (close up images of planets etc). Don't talk about too many facts – use just to engage the children's current knowledge. Concept map about what they already know about space. | Share a fact about planets. Memorise your fact and then move around classroom to share facts. Give 5mins… then record in your book in a mind map with partner. Repeat a couple of times. Less able supported by pairs. | Give children information to read….. what are you picturing in your head… what do you think it might look like? Draw how you think it looks? Do some 'wondering'… what do you wonder about? Record questions onto picture in stars or rockets. | W of ho he su at ob us su di |

## **Smiley Face System**

☺            partly achieved

☺*           mostly achieved

☺**          achieved

**Today I worked with Mrs Hand, Date........................**
We are proud of these things in my learning today:
☆

☆

When I am learning I will think more about:
💬

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We are proud of these things in my learning today:
☆

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💬

## MARKING GUIDE

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|---|---|
| Spellings | Where the word is readable these are not always corrected. Words which are unreadable should be written correctly above. |
| Missing punctuation | This is circled and added. |
| Wrong case letters | Are underlined once and corrected. |
| Independent work | I is written if the children have completed their work independently. |
| Supported work | S is written if the children have been supported by an adult |
| New paragraph | This is shown by 2 lines: // |
| d (inside a circle) | Discussed with a child |

Pink pen is used when the child is present during the marking / feedback process
Green pen is used when the child is absent from the process.

| | |
|---|---|
| **ASSESSMENT OF LEARNING CYCLE Autumn Term** | • Teachers collect examples of learning through written outcomes, observations, listening and questioning. These show the standard a child is working at<br>• Teachers complete spreadsheets for Core and Foundation subjects<br>• Data interrogated by SLT to identify in school variance and make provision plans<br>• Parents Evening for all children<br>• Spelling recorded as part of writing and separately in the spreadsheet<br>• Colour Reading Tracking document completed<br>• Moderation of all subjects in teams<br>• Moderation of one subject as a whole school<br>• NASSEA steps updated for language assessment of EAL children<br>• Spreadsheets edited by Excellence Leader to ensure termly data held to show progress<br>• Termly pupil progress meeting between Head Teacher and Class Teachers. |
| **Spring Term** | • Teachers collect examples of learning through written outcomes, observations, listening and questioning. These show the standard a child is working at<br>• Teachers complete spreadsheets for Core and Foundation subjects<br>• Data interrogated by SLT to identify in school variance and make provision plans<br>• Parents Evening for all children<br>• Spelling recorded as part of writing and separately in the spreadsheet<br>• Colour Reading Tracking document completed<br>• Moderation of all subjects in teams<br>• Moderation of one subject as a whole school<br>• NASSEA steps updated for language assessment of EAL children<br>• Spreadsheets edited by Excellence Leader to ensure termly data held to show progress<br>• Termly pupil progress meeting between Head Teacher and Class Teachers. |
| **Summer Term** | • Teachers collect examples of learning through written outcomes, observations, listening and questioning. These show the standard a child is working at<br>• Teachers complete spreadsheets for Core and Foundation subjects<br>• Data interrogated by SLT to identify in school variance and make provision plans<br>• Annual report written for all children<br>• Spelling recorded as part of writing and separately in the spreadsheet<br>• Colour Reading Tracking document completed<br>• Moderation of all subjects in teams<br>• Moderation of one subject as a whole school<br>• NASSEA steps updated for language assessment of EAL children<br>• Transition meetings for all children between class teachers<br>• Termly pupil progress meeting between Head Teacher and Class Teachers. |

**Teacher Summer Term Tasks and Deadlines**
**These tasks are in addition to your normal, daily role as Class Teachers**

| Area | Task | Place to put it | Deadline |
|---|---|---|---|
| Assessment | Task | Place to put it | Deadline |
| | English, Maths, Science Spreadsheets. (Please give children a separate spelling band which will save you having to do the phonics and spelling tracking – the spreadsheet will do it for you) | Email to Karen D | Friday 17th June |
| | Foundation Subject Spreadsheets | On network in folder | Monday 4th July |
| | Colour Reading Tracking | On network in folder | Monday 4th July |
| | Standardised Spelling Test | Results in spreadsheet on network | Monday 4th July |

| | NASSEA STEPS | On network in folder | Monday 11th July |
|---|---|---|---|
| | SEN – Review PETs and set up new ones | | Monday 11th July |
| Inclusion | SEN – monitoring forms from 2015/16 | Take to SEN Room | On Friday 15th July (not before please) |
| | MAT Register updated | Emailed to MAT Co-ordinator | Monday 11th July |
| | | | |

Notes:
**NASSEA grids**
- Set up new grids for any new children
- If children have achieved all NASSEA steps, please save them as 'C – name' in the Year Group folder
- Colour for this term for NASSEA grids is highlight in gold accent 4 (fill not highlight) –

*The following documents will be set up for you*
- *English, Maths and Science Spreadsheets*
- *Foundation Subject Spreadsheets*
- *NASSEA grids for new starters*

**Long Meadow School**

**TRANSFER OF INFORMATION TO NEXT CLASSTEACHER**

**The following information should be passed on between Wednesday 13th and Wednesday 20th July 2015.**
**Please pass on all information in an organised and tidy way with paperwork collated and sorted clearly for the next teacher.**

| | | Tick when done |
|---|---|---|
| Green folder from filing cabinet | <ul><li>All past Annual Reports</li><li>Final Annual report for this academic year (please ask teacher you are passing reports to – they may prefer them in a bundle rather than filed)</li><li>Learning Mentor reports</li><li>Parents Evening reports</li><li>Notes of discussions with parents</li><li>Old IEPs and reports from other SEN agencies</li></ul> | |
| Certificate files | Only if they are kept in school. Many children choose to keep them at home | |
| Learning Journey Books | <ul><li>Passed up with children with one piece of learning to exemplify learning well focus for each half term. May be reflective in nature.</li><li>Self assessment for children in books.</li></ul> | |
| Inclusion SEN – Monitoring grids to be transferred at end of the last week of term as they should still be in use until then. | <ul><li>Summer term NASSEA steps for all 4 strands on network</li><li>Any relevant correspondence regarding any individual pupils.</li><li>relevant agency reports</li><li>Monitoring sheets to SEN Room in a bundle on Friday 15th July and not before please.</li><li>Wave Provision grid for Summer Term</li><li>Statement / Annual Review Folders (where applicable)</li><li>Any resources which are particularly needed for a child e.g. sloping board</li><li>Current PET (set end of June / early July and meet parents) and parent forms from this year. Send up together to be filed in next year's inclusion files</li></ul> | |
| English | <ul><li>Class sheet for Colour Reading books with children's names, levels and colours (tracker sheet)</li><li>Record of books read in Guided Reading and Guided Reading group lists (it would be useful if this also included a couple of bullet points about next steps for each group)</li><li>Phonics and key word assessment (EYears, Key Stage 1 and KS2 – updated 'green sheets'</li><li>proposed phonic / spelling groups with year / phase indicated if relevant</li></ul> | |
| Maths | <ul><li>Proposal for next year's colour cards (sort children into tracking document).</li></ul> | |
| Assessment | <ul><li>Assessment information to date (KD will provide).</li></ul> | |

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| Curriculum planning | • Suggested areas to focus on in Autumn Term in English, Maths, Science and general life.<br>• LTP adapted on network<br>• Network planning annotated so that next team know where adaptations must be made.<br>• 50 things to do at Long Meadow – with record for current year group / class – to be passed up to next year group | |
| Books | • Keep 3 of every book from each term. One higher achieving, one middle and one lower.<br>• All books (except the sample ones being kept) can go home on Monday or Tuesday 18th and 19th July and not before<br>• Books that are in your cupboards from last year can go home from Friday 15th July<br>• If a review or appeal is in process for any child in Y2 or Y6, their books MUST BE KEPT until the review process is completed during September. | |
| Water Bottles | • Water bottles should be sent up to the next classroom at the end of term.<br>• They must be washed in the dishwasher before they are put in the new classrooms.<br>• Do NOT put them into un-labelled pink or black sacks because they may be inadvertently thrown away. Water bottles should be passed up in fruit boxes. | |

Sarah Hand
May 2016