The Isaac Newton Primary School

Assessment, Reporting and Recording Policy

Introduction

At The Isaac Newton Primary School we believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning. Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (to close the gap in their knowledge). Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of ability (such as standardised scores). We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

We monitor the progress of our children in line with our pupil progress grids/trackers which are populated using information taken from Integris (MIS). Assessments are submitted onto Integris each term during our assessment weeks. We use assessment weeks to ensure that we are taking a measure of achievement and progress three times in each year. This information includes a broader teacher assessments based on the child's work throughout the term (working at, above or below) and/or a more specific standardised scores provided by our 'Renaissance Star Assessment' package.

Pupil and phase progress meetings take place three times a year following our assessment weeks. During these meetings pupil progress grids/ trackers are discussed, leading to the identification of actions for specific pupils, classes, cohorts or phases. Pupil progress meetings take place between class teachers and phase leaders. Phase progress meetings take place between phase leaders, the Headteacher (or Deputy Headteacher in his absence) and the Assistant Headteacher (SENDCO). This system enables clear lines of communication and for the relevant support to be put into place for those who are falling behind.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognize the standards to aim for, and to understand what they need to do next to improve their work;

- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgments about the effectiveness of the school.

Planning for assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our weekly and medium term plans make clear the expected outcomes for each lesson. Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged (success criteria). Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. We use the school assessment timetable in order to ensure that formal testing is carried out and used to measure progress

Target Setting

We set targets for each cohort of children based on the cohort's prior attainment and our baseline assessment for that period of the pupils' education. Teachers' Performance Management always includes at least one target relating to pupil progress and achievement however this may not be data/ percentage driven. Cohort and class targets are discussed during our Pupil Progress (Class Teachers) and Phase Progress Meetings (Phase Leaders).

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning. We formally record a range of information in order to monitor progress and inform the level of support that individual children need.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents the opportunity to meet their child's teacher. During these sessions we report on the children's progress and attainment levels including their test results. During the summer term we give all parents a written report of their child's progress and achievements during the year.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that all staff in each key stage mark in the same way, and the children learn to understand it. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. Our Marking and Feedback Policy details fully our methodology for marking written work.

Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. As a school we are continually developing our assessment for learning structures in the school in order for us to achieve a clear picture of children's achievements.