

Assessment, Recording and Reporting Policy

Mission Statement

At Lostock Hall Community Primary School, we aim to provide a broad, balanced and stimulating curriculum supported by spiritual, social, moral, physical and creative elements in an ordered, caring and happy environment.

Values

At Lostock Hall Community Primary School, we:

- are focused upon teaching and learning
- are positive and motivated
- have a high self-esteem and high expectations
- have respect for each other
- create independent learners and risk takers
- create an inclusive, interesting, enjoyable and extended curriculum
- are performance driven and values led and we always celebrate our achievements

Purpose

This document reflects the values and philosophy of Lostock Hall CPS in relation to Assessment, Recording and Reporting. It provides a basic framework within which staff can approach Assessment, Recording and Reporting.

Lostock Hall Community Primary School's policy on Assessment, Recording and Reporting is inseparable from its curriculum policies and they must both be seen as evolving processes, assessment informing curriculum planning to aid each child's learning. This policy should also be read in conjunction with the Marking, Feedback and Response Policy. The policy is based on the development of similar assessment skills, techniques and practices progressing through the whole school, together with agreed ways of recording and reporting. It is vital that our assessments are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows.

Audience

This document relates to pupils in the Foundation Stage and in Key Stages 1 and 2.

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, support staff, inspection teams and LEA/ Advisers/Inspectors. We see assessment as an integral part of teaching and learning. It is inextricably linked to our curriculum.

Assessment, Recording and Reporting should:

- Be a continual drive to improve standards so that every child maximises learning and achievement.
- Inform future teaching, planning and learning.
- Provide information for teachers, pupils and parents.
- Enhance the quality of the children's learning, help celebrate success and diagnose areas requiring further development.

- Ensure consistency throughout the primary years and help children to improve their self-esteem and self-motivation.
- Build upon the partnership between home and school.

Assessment Approaches

We have a range of assessment approaches, all of which are effectively planned for:

Formative Assessment

Ongoing formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, formative assessment supports teachers to provide appropriate support or extension as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Assessment for Learning.

The use of Assessment for Learning allows children to see that assessment is a means of improving their own standards of work and promoting their general development.

Children will:

- . Be involved in and responsible for their own learning.
- . Expect to know what they are learning, why they are learning it and how they will be expected to do the learning.
- . Identify aspects of their work that they find easy or difficult.
- . Contribute to generating success criteria during lessons.
- . Use individual feedback to make improvements in their own work.
- . Understand where and how their current learning fits into the bigger picture
- . Ask and answer questions about what they are learning.
- . Be able to discuss their personal targets and the progress they are making.

Summative Assessment

Summative assessments will be used to monitor and support children's learning. These assessments will provide information about individual attainment and achievement and provide feedback on targets and next steps. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of summative assessments to evaluate both pupil learning and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children locally and nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. This will enable the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness.

At the end of a key stage, the class teacher sums up the child’s attainment in each of the core subjects. This is done by the gathering of all the evidence available about each child and them using this information to make a judgment.

Formal Methods of Assessment

Early Years Foundation Stage

- Early Years Foundation Stage profile.
- Baseline entry and end of year assessments.
- On-going observational records.
- Assessment for children with EAL.
- Use of PIVATS for pupils with SEND.
- Termly subject assessments.
- On-going reading records.

Key Stage 1

- Termly subject assessments.
- Ongoing reading records.
- Year 1 Phonics screening check.
- National Curriculum tests and teacher assessments at the end of Key Stage 1
- Use of PIVATS for pupils with SEND.
- Assessment for children with EAL.
- Spring and Summer tests in Reading and Maths.
- Termly spelling assessments.

Key Stage 2

- Ongoing reading records.
- National Curriculum tests and teacher assessments at the end of Key Stage 2.
- Use of PIVATS for pupils with SEND.
- Spring and Summer term tests in Reading and Maths.
- Termly spelling assessments.
- IDL assessments

Tracking Children’s Attainment and Achievement

Pupils’ attainment and achievement in each National Curriculum subject is tracked termly using Bromcom Assessment tracking. Children’s individual progress is assessed termly by comparing their attainment with their personal target for that year. Children’s attainment is assessed using the following symbols:

WTS	EXS	GDS
Working towards national expectations for year group.	Working in line with national expectations for year group.	Working above national expectations for year group.

Reporting to Parents

- . Parents evening meetings take place twice yearly in which parents are invited to discuss their child’s individual targets.
- . Parents receive two written reports each academic year:

. An Interim report – this gives parents guidance on their child’s attainments and effort in Reading, Writing and Maths as well as commenting on their behaviour and social development. Each report also includes specific personal targets.

. End of year report – this is a more detailed report which reports on progress and attainment in all the National Curriculum subjects. It also reports on a child’s social and personal development and targets for future learning.

Parents will receive results of;

- . Results of the Year 1 Phonics Screening Check.
- . Teacher assessment results at the end of the Early Years Foundation Stage
- . Results of Year 4 Multiplication Tables Check
- . Test and Teacher assessment results for the End of Key Stage 2.

Inclusion

The principles of this assessment policy apply to all pupils, including those with Special Educational Needs or Disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ needs and any requirements for support and intervention.

For pupils working below the national expected level of attainment, assessment arrangements will consider progress relative to pupil starting points.

Evaluation

Our assessment practices will be monitored to ensure that they continue to:

- Reflect the aims of the school.
- Encourage pupils to achieve high standards.
- Be relevant and consistent.
- Involve pupils.
- Be manageable.
- Fulfill our statutory obligations.