WOODMANCOTE SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Designated Member of Staff: Duncan de Gruchy/Teaching and Learning

Aims of Assessment

- to identify the specific achievements and needs of individuals and groups of children, including the gifted/talented, Pupil Premium and pupils with Special Educational Needs;
- to inform teaching plans, to ensure appropriate progression in learning;
- to identify individuals or groups that need specific support or intervention
- to track pupil's progress as they move through the school;
- to evaluate the impact and effectiveness of a teaching programme and its delivery;
- to provide parents with reliable information about the progress of their children;
- to support the communication between Early Years and KS1; KS1 and KS2; KS2 and KS3, school and other support services;

Regular or Day to Day Assessments
These are made through:
- focused observations and questioning during teaching sessions, discussions and pupils' activities;
- teacher devised tests of current curriculum;
- evaluation or marking of tasks or pupil outcomes against key skills or success criteria.
- analysing finished pieces of work;
- evaluative marking; (see marking policy)
- specialised assessments for children with S.E.N;
- pupil conferencing

Formal Assessments
The schedule of formal assessment throughout school is Appendix A.

All results are recorded four times a year during each Assessment Window (Window 1 –October; Window 2 – December; Window 3 – April; Window 4 - July) in the Target Tracker System. The end of year results are also included (see below).

Record Keeping
Teachers keep records of pupils' progress in various ways.

1. Regular or Day to Day Assessments

- Records of progress against subject specific key skills, success criteria or key objectives are kept by class teachers. These are located in different places according to the teachers preferred method of record keeping. Examples include using Brown mark books, bespoke IT based record sheets

2. Formal Assessments

- Spelling and Reading ages are collected by Assessment leader and inputted into school tracking system (Sims or Target Tracker)
- Writing is Teacher assessed and results are moderated in year group teams as well as across the whole school (at least twice a year).
- Maths is assessed using end of term tests (Assertive mentoring). Final results are entered into Target Tracker (in line with Assessment windows), and the tracking sheets provided with the software are used to identify areas in maths that need developing for the group or individuals. End of year summative tests (PUMA) give a maths age and standardised score which are used to inform final Teacher assessments.

3. <u>Baseline Assessments</u>

- Pupils entering school in the Reception year will have a baseline assessment carried out using CEM base assessment. In line with national expectations, this will be used to measure pupils' progress from entry to end of Key Stage 2
- Pupils entering school in a year other than Reception will be given a school baseline in English (Reading, Writing and Spelling) and Maths. This will be done using the previous year's end of year tests in Reading (including Reading age), Spelling age and Maths.
- Where a pupil arrives in school after the beginning of the academic year the following baseline tests will apply:
    - During Term 1 & 2 – use previous end of year tests
    - During Terms 3 to 6 – use the end of term tests for the term previous to their arrival.

Information from all assessments are used to inform future planning as well as provision of extra support (see SEN policy). Results are also analysed by Teams, SLT, Assessment leader and the Headteacher to monitor progress of individuals and groups as well as evaluate the provision of the curriculum or any additional support provided.

Reporting Information from Assessments

- Meetings are arranged on request with individual parents.
- Parent Consultation Evenings twice a year.
- Structured conversations each Assessment Window
- Detailed written reports are produced annually in the summer.
- S.E.N. - Special on-going report back sessions (see SEN Policy)
- Copies of My Plans discussed and given to parents
- Discussions with receiving teachers annually when transferring black files.

Cross Phase Links
Home to School Information form is used to gather information from parents, to supplement the first Structured conversations which take place in the first week of Term 1 for Reception children.
The Transition Record (published by Gloucester CC) gives information about Development Matters from local playgroups/nurseries during the summer term prior to entry.
Assessment files and personal files are transferred from class to class each academic year.
Written reports are passed on from KS2 to KS3.

Written March 1994
Updated - April 1997
Reviewed November 1999
Updated July 2001
Updated Oct 2007
Updated May 2011
Reviewed and updated April 2015

Date: July 2015
Signed………………………………………………….. (Chair of Teaching and Learning)
Reviewed: April 2015

Appendix A

Formal Assessment Cycle

When	What	Procedure

Term 1 – September	• Reception Baseline (CEM)
	• For new pupils complete previous end of year tests:
	  o Rising Stars end of year test
	  o SWST (spelling age – Appendix B)
	  o PUMA (end of year maths test)
		Look at transfer records from Nursery, previous school or previous class

Assessment Window 1 (Term1/2 – October) Assessment Window 2 (Term 2 – December/January) Assessment window 3 (April)	• Reading: Rising Stars – end of term assessment • New Group reading test (Appendix B) • Writing: Teacher assessment – based on independent and 'hot' tasks and independent writing in other curriculum areas • Maths: Assertive Mentoring – end of term assessment	All assessments to be moderated with parallel class teachers (& more formally across whole school – see monitoring timetable) Rising Stars and Assertive mentoring tests use associated products to track and analyse areas of strength and weakness to plan future teaching
May	• KS1 SATs • KS2 SATs	As set down nationally. Results reported to parents
Assessment Window 4 (Term 6 – July)	• As Assessment Windows 1, 2 & 3 plus • Reading: New Group reading test (Appendix B) • Writing: Teacher assessment – based on independent and 'hot' tasks and independent writing in other curriculum areas • Maths: PUMA – end of year assessment • Foundation subjects – Teacher assessments made for pupils' attainment against age-related expectations • End of year reports – share summative results with parents to inform them about how their children are performing in line with age-related expectations.	The main purpose of these tests is to inform the teacher on patterns of strengths and weaknesses, the needs of individual pupils and therefore to determine the emphasis for teaching.

Following each Assessment window class teachers will complete a Data Cohort Data Progress record to discuss at Pupil Progress meetings with their Team leader as well as report to Governors.

Appendix B

Reading & Spelling Ages

Reading Ages

Reading ages are determined by doing the New Group reading tests which assess a range of reading skills through phonics, sentence completion and passage comprehension. These are done twice a year: Autumn & Spring as follows. Use the mark scheme to convert raw test scores to reading ages.

Year Group	Autumn	Spring	Standard reading scores
Year 1	Test 1	Test 1 (repeat of same test)	5:00 – 7:05
Years 2 - 4	Test 2A	Test 2B	6:00 – 10:05
Years 5-8	Test 3A	Test 3B	9:00 – 14:05
Years 9-11	Test 4A	Test 4B	13:00 – 17:05

If you have children operating at below or above the standard reading scores, and they are in the year groups at the margins for the test you could use the appropriate test above/below the recommended one.
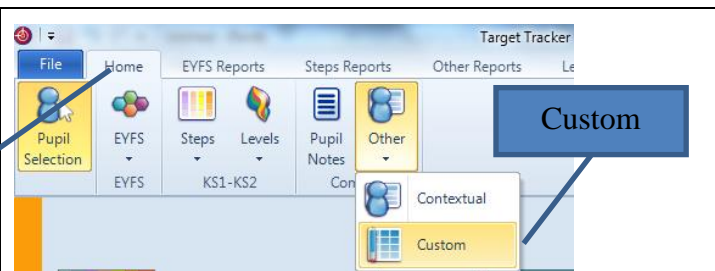
Spelling Ages

Spelling ages are determined by doing the SWST test. These are done once a year: Summer 2.

Generally children should sit the test that matches their chronological age. However, a child who is SEN or G&T should sit the test according to their spelling ability.

Test	Age	Suggested Year Group
A	6	Y1
B	7	Y2
C	8	Y3
D	9	Y4
E	10	Y5
F	11	Y6

Recording Results

Once completed, please enter Reading and Spelling Ages onto the School Tracking system (ie Target Tracker).

Use the appropriate Term's column for each test in the Custom Grids section that is found by selecting the Home Tab.	
Column headings indicate data of test results.	
Enter the data as decimals so that years are units and months are decimals. Enter 1 month as 0.01 and 10 months as 0.1 so for example, a child with a reading/spelling age of 9 years and 4 months would read as 9.04 Where the mark scheme gives a score indicating that the child's reading/spellling age is above or below the threshold of the test, record this as < or + respectively. Eg below 7years would read as <7.0 and above 7 years as +7.0	