

# Drayton Community Infant School



## Assessment and Reporting to Parents Policy

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded this policy is included under the safeguarding umbrella.

Reviewed annually

Ratified by governors March 2011

**DRAYTON COMMUNITY INFANT SCHOOL**  
**Policy for Assessment and Reporting to Parents**

"Assessment is at the heart of the process of promoting children's learning. It can provide a framework in which educational objectives may be set and pupil's progress charted and expressed. It can yield a basis for planning the next educational steps in response to the individual needs of the child. By facilitating dialogue between teachers, it can enhance proportional skills and help the school as a whole to strengthen learning across the curriculum and throughout its range" (TGAT report para: 3).

Drayton Community Infant School strives to create a happy and secure environment in which every child will be stimulated and encouraged to become independent learners. Our policy is designed to encourage and compliment this end.

We see assessment is an integral part of the teaching and learning process. It should reflect the whole child's achievements (physical, emotional, social and intellectual) being accurate, fair and consistent.

Assessment will diagnose, confirm, report, appraise, motivate, monitor, evaluate and comply with current legislation.

**Aims**

- To respond to the learning needs of pupils.
- To take account of equal opportunity issues and be free of bias in respect of gender, race, class, creed and disability.
- To assist the teacher in diagnosing, planning and evaluating.
- To inform pupils, parents and colleagues of progress and attainment.
- To comply with Norfolk Policy Document 2.12 - "The assessment and recording of attainment is an integral part of the learning process, at various stages through a course, involving the pupils in the assessing and recording of their own progress."

**Formal Methods** will comply with current legislation and will include E.Y.F.S. Profile, Bury Infant check, End of Key Stage Teacher Assessment and Standard Task Assessment, L.A.

### **Recording and Reporting**

Record keeping takes into account the assessment and reporting statutory requirements.

Records are confidential between parents, pupils and the school.

Teachers keep individual class records.

At the end of each academic year Maths, English and Science will be assessed by the teacher to find the 'best fit' judgment against National Curriculum level descriptions. These will be used by the next teacher, subject and assessment leaders to improve learning at all levels. Agreement trialling, guidance and APP will enhance the standards of teacher assessment and ensure consistency at all levels.

Subject leaders will be responsible for monitoring standards in their specific subject. Each teacher is responsible for their individual class records, they will be discussed and pieces of work moderated at year group meetings to ensure consistency and equal opportunity.

Records will form part of the liaison between teachers, parents and a child as they progress through the school and between schools.

Reporting to parents reflects legal requirements.

A written report will be provided at the end of the school year. Baseline Assessment results, end of EYFS and results of end of Key Stage 1 will also be reported with comparative information, (as legally required).

Parents will be offered a parent/teacher consultation three times a year.

Parent of Reception children will be invited to a pre-school meeting in the Summer Term before their child starts school.

The school has an open door policy and encourages parents to discuss matters with the class teacher on a day to day basis as needed.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

Second, two distinct types of assessment have evolved from amongst the plethora of theory and practice during the last decade.

#### **Assessment for learning (AFL)**

1. Assessment *for* learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

*'Assessment for learning is concerned with the internalisation by teacher and student of curriculum standards and their transformation...as the student closes the gap between present performance and the internalised standard.'* (Hargreaves 2001)

#### **Assessment of learning**

2. Assessment *of* learning is more associated with judgements based on grades and ranks and with public accountability.

*"We would not wish to deny the need for assessment for grading and the accountability purposes associated with it"* (William and Black 1999)

Third, these two types of assessment activities should not be polarised in debate or be considered mutually exclusive in practice. Both are essential in raising standards and are key professional skills.

#### **Good assessment practice will:**

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback (and feed forward) which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

## **Purposes**

### **Assessment of learning will:**

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention

### **Implications for teaching**

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against grades and levels

### **Impact on learning and the learner**

The pupil will:

- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

### **Issues for management**

Managers will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor delivered curriculum
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
- Involve governors in their accountability role
- Keep parents/carers informed and involved
- Use assessment information to inform the school improvement plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

## **Purposes**

### **Assessment for learning will:**

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of capability'

### **Implications for teaching**

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements in their first language
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity

### **Impact on learning and the learner**

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

### **Issues for management**

Managers will:

- Define roles and ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups
- Monitor the quality of teacher assessment, particularly through oral interaction in class
- Keep parents/carers informed and involved
- Use assessment information to inform the school improvement plan and identify learning and training needs, taking account of diversity and the promotion of race equality.



'Learning, Caring and Growing together'

**Drayton Community Infant School**

**Assessment timetable**

- Tracking system - **Pupil Asset**. This is an internet based system, whereby teachers input levels for individual children.
- Data entered based on teacher assessment at end of each term for all areas in EYFS. Reading, Writing and Mathematics in Key Stage 1.
- All other subjects in Key Stage 1 - teacher assessments kept in individual teacher's record file (against national curriculum statements of attainment). Curriculum Leaders monitor.
- Pupil Asset data is collated by Assessment Leader (DHT-Laura Besenzi) each term.
- Followed by HT, DHT and SLT analysis of data (individual, groups such as AG&T, gender, EAL, SEND, class).
- Termly tracking meetings held with each year group with HT and DHT to discuss analysis. Achievement (how much progress is made) and attainment (where children are at that time).
- Moderation meetings are built into INSET timetable.
- IEP (Individual Education Plan) writing built into INSET timetable.
- EYFS/APP internal moderation and collection of evidence built into INSET timetable.
- External moderation: other schools and local authority.
- End of year- benchmarking and RAISE online analysis and feedback.

<b><u>Date</u></b>	<b><u>Year R</u></b>	<b><u>Year1</u></b>	<b><u>Year2</u></b>
Autumn term	<p>BIC until 2011 From Sept 2011 baseline assessment undertaken against FS profile in first 4 weeks of school.</p> <p>End of term-assess all areas of FSP discussion with KW-early intervention identified.</p> <p>Raise on line analysis</p>	<p>Phonic assessment On going teacher assessment(all year)</p> <p>APP Pupil Asset-tracking entered by end of term Monitoring of books by KW.</p> <p>Raise on line analysis</p>	<p>Phonic assessment On going teacher assessment(all year)</p> <p>APP Pupil Asset-tracking entered by end of term Monitoring of books by KW.</p> <p>Raise on line analysis</p>

	Analysis of Pupil Asset data by SLT	Analysis of Pupil Asset data by SLT	Analysis of Pupil Asset data by SLT
Spring Term	<p>Tracking discussions-intervention</p> <p>Report to governors-Raise online</p> <p>Monitoring of books by KW</p> <p>Assess all areas of FSP-further intervention assessed Internal and External Moderation EYFS</p>	<p>Tracking discussions-intervention</p> <p>Report to governors-Raise online</p> <p>Monitoring of books by KW</p> <p>APP Pupil Asset data entry Analysis of Pupil Asset data by SLT</p>	<p>Tracking discussions-intervention</p> <p>Report to governors-Raise online</p> <p>Monitoring of books by KW</p> <p>APP Pupil Asset data entry Analysis of Pupil Asset data by SLT</p>
Summer Term	<p>Assess all areas of FSP for annual reports.</p> <p>Reports to KW</p> <p>Curriculum team discussions</p>	<p>APP Pupil Asset-tracking for annual reports.</p> <p>Reports to KW</p> <p>Curriculum team discussions</p>	<p>KS1 assessments (Reading, Writing, Maths and Science) APP Pupil Asset-tracking for annual reports. Reports to KW Curriculum team discussions External Moderation completed once every four years. Internal moderation completed annually.</p>
July	<p>Reports home Final review of year Transfer info.</p>	<p>Reports home Final review of year Transfer info.</p>	<p>Reports home Final review of year Transfer info.</p>

**EYFS:** Early Years Foundation Stage  
**AG&T:** Able, Gifted and Talented  
**EAL:** English as an Additional Language  
**SEND:** Special Educational Needs and Disabilities  
**INSET:** In Service Training  
**APP:** Assessing Pupil Progress  
**FSP:** Foundation Stage Profile  
**SLT:** Senior Leadership Team

KW/LB 31.01.11