



THE MOSLEY ACADEMY POLICY FOR ASSESSMENT, RECORDING AND REPORTING

Introduction:

Why do we assess?

At The Mosley Academy the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

At The Mosley Academy 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 upon the principle that pupils will improve most if they understand the aims of their learning- the learning objective, where they are in relation to the learning objective, and how they can achieve this through success criteria.

Assessment *of* learning (summative assessment) involves judging pupil's 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 levels.

At The Mosley Academy we encourage the children to self assess against success criteria and to reflect on their learning through use of "smiley" faces and traffic lights in KS1: traffic lights indicate confidence levels:- red - no: yellow - getting there but need support: green - got it, move on. Learning conversations are used in KS2. We ensure children are given regular feedback on their learning so that they understand their "next steps" to move forward in their learning. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment at The Mosley Academy are:

- To enable our children to demonstrate what they know, understand and can do in their own work;
- To help our children recognise the standard 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 enable teachers to move children on when they have learned all they can;
- To provide regular information for parents that enables them to support their child's learning at parent consultations and in end of year reports;
- To provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We use our school's curriculum medium term plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group within each mixed age class. In our school curriculum medium term plan we also identify opportunities for assessment within each broad unit of work.

Medium-term plans are completed termly, in advance, and the master copy given to the Headteacher. These are kept in the Keystage planning folders, where they are building up our scheme of work. We use the assessment guidance in the Literacy and Numeracy Strategies to help us identify each child's level of attainment

N.B. As we are a small school with each co-ordinator having multiple responsibilities. Copies of the plans are kept by the class teacher with their planning documentation. These plans are evaluated at the end of each term. Co-ordinators have an oversight of individual subject plans which are placed on the school intranet.

The Academy has an agreed planning format in KS1 and KS2 2. Planning in the EYFS reflects the Early Learning Goals. Short-term plans are completed in advance each week and activities, resources, assessment opportunities and evaluations are included. These are handed to the Headteacher on Monday mornings for comment. Copies of planning are kept for co-ordinators. Teachers alter and adapt their plans so that they can respond to the needs of the children following an assessment of the children's current levels of knowledge, skills and understanding. Assessment opportunities are included in all teachers' long and short-term plans, and these form the next stage of teaching and learning.

In the Foundation Stage children are assessed weekly against the Early Learning Goals and teachers use these assessments to inform their weekly planning

Our planning identifies:

- What the assessment is to be
- Who it is for (individual, group, class)
- What evidence will be collected

These might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

In our planning:

- We plan our lessons with clear, focused learning objectives. We base these on the teacher's detailed knowledge of each child. We strive to ensure that all the tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- Teachers always share the lessons learning objective with the children as the lesson begins. They also indicate the way in which they activity is linked to the learning objective, and the criteria against which it will be judged in relation to the child's individual learning targets.

- Teachers ask well-phrased questions and analyse pupil responses to find out what they know, understand and can do, and reveal their misconceptions.
- We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

"Next steps" or target-setting

At The Mosley Academy we set "Next Steps" for learning in Mathematics and English, as well as personal next steps for all our children, during each academic year. We discuss and review each child's individual "Next Steps" at parent consultation evenings in the Autumn and Spring Terms and in the child's annual written report in the Summer Term. Copies of their child's "Next Steps" are sent to parents. The children have a personal copy.

We also set "Next Steps" for other areas of work in school. We encourage the children to set "Next Steps" steps for themselves, linked to their individual work and progress, with reference to learning objectives and success criteria set for them individually in their learning. The children record their "Next Steps" in KS2 in their books or in KS1 on their termly targets. "Next Steps" are discussed and reviewed with each child. Children refer to their "Next Steps" when completing activities. During transition "Next Steps" are completed, in discussion with the child, by the current teacher and passed on to the next teacher and also to the High Schools.

N.B. "Next Steps" may not be set after every piece of work so children do not become overburdened or confused about what they need to work at.

We encourage our older children to review their "Next Steps" with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage children to involve their parents in this process.

In the Foundation Stage and KS1 class the children are present when their work is marked and verbal feedback is shared. The children are made aware of their "Next Steps" e.g. introduction of finger spaces / form numerals correctly / include question marks in writing. Written comments are a record of what has been said and provides information to parents about what has been shared with their child.

Teaching Strategies and Learning Opportunities

At The Mosley Academy we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences that accommodate a variety of learning and teaching styles.

Within each class activities are provided which require different groupings of children (e.g. in pairs, with work partners, groups, individual or whole class).

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At The Mosley Academy we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

We differentiate using a range of strategies:-

- **Task**
- **Outcome**
- **Time**
- **Support**
- **Resource**
- **Gender**
- **Age**

Evidence

Evidence is information that supports a judgement. Our planning is an important source of evidence:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals

Keeping Evidence

A wide range of evidence is kept in the form of:

- Assessment Profile for each individual child (kept in school office)
- Assessment records for each year group
- IEPs / PEPs
- Foundation Stage Profile, "float and note", child initiated evidence, group assessments, annotated photographs, parental assessment - "proud clouds"
- Individual "Nest steps" sheets
- Golden books and writing ladders
- Phonic checklists KS1 / KS2
- Baseline assessment in EYFS
- School reports
- Teacher notes for parent consultations
- Individual notebooks for specific children (diaries)
- Pupil tracking
- Provision maps
- School and class portfolios

- Variety of reading and language records
- Children's books
- Teachers' notes of observations kept in assessment profiles
- Checklists and photograph albums
- Test results
- Spelling and reading age scores Class 3
- Self-assessments - children marking own work or discussing their own work and progress
- Classroom monitor records - ICT system introduced Jan 2005 - print outs produced in Dec and July
- Records of Achievement
- Photographs - in school albums / website / class portfolios e.g. Homework projects

Assessments of children's work are linked to our school marking and response policy, which is an agreed policy on why, what and how we should mark. This stresses marking in a positive way (see Policy for Marking and Response for details).

Evidence of Self-Assessment

Children at The Mosley Academy are involved in their own self-assessment. They are encouraged to evaluate their own work and achievements, and, where possible, set their own "next steps".

This is done through:

- Child/teacher looking at work together
- Children referencing their work against success criteria related to the learning objective
- Children discussing their work and progress with other children
- Records of Achievement where children's own choice of work is valued and recognition is made of achievements in and out of school

Assessment for Learning

At The Mosley Academy all teachers, in consultation with their teaching assistant, assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning.

In our weekly evaluations teachers record those children who failed to meet the learning objective or success criteria, or who achieved more than was planned, so that we can take the needs of these pupils into account when planning the next series of lessons. Where the majority of the class make the planned progress there is no need to record this.

These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Year assessments

Through:

- Observation
- Discussion

- Hard evidence
- Questioning
- Pupil tracking
- Classroom monitor tracking data

Children are set individual "next steps" for progress over a given period of time, e.g. half a term / a unit of work.

Diagnostic Assessment

The teachers to help identify strengths and weaknesses of individual children also carry out diagnostic assessments. This is done through:

- Individual programmes of work
- Checklists
- Specific activities/tasks
- Provision maps / IEPs

These can be linked with support agencies through the SEN Co-ordinator.

Assessment of Learning

Summative assessments are also used to help us decide what a child can do at a particular time. This is done through:

- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
- Termly assessments for English and Maths in KS2
- End of Key Stage results - SATS
- Reports: autumn and spring - verbal, summer - written
- Year 3/4 /5 interim tests from QCA
- Classroom monitor profile for the Foundation Stage recorded throughout reception year.
- Termly discussions with Headteacher re: individual rates of progress
- Termly pupil tracking
- Classroom monitor tracking
- Ongoing assessments in mental maths / times tables
- Individual homework projects - termly
- Spelling tests
- Times tables tests (CL 2) multiplication squares (CL 3/ 4)
- SPAR reading tests (CL 3 and if needed in CL 4)
- KS2 termly CGP tests

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, and year groups. Feedback is given verbally and in end of year reports.

Evaluations are carried out weekly through our short-term planning sheets and topic evaluations at the end of each term or half-term. This information helps each teacher plan the next stage forward.

Methods of Assessment

We must not make this complicated. Teachers at The Mosley Academy assess in a variety of ways using sophisticated techniques of assessment. At The Mosley Academy we recognise that a teacher's professional assessment is to be highly valued and regarded as of equal status.

These are:

- Observation
- Speaking and listening
- Hard evidence - teacher/child work, test/task

Ways of Assessment

- Classroom Monitor Foundation Stage is used by the Foundation stage team who act upon the information to group their children and build upon the skills the children bring with them to school. This is built upon throughout the year to provide information on how the individual child has progressed.
The profiles are passed to the year 1 teacher who uses them to assist in planning for smooth transition and continued progression
- Key Stage 1 SATS
Year 2 children undertake these in May. They assess Reading, Writing and Spelling and Maths and are used to support the teacher assessment as to each child's level of attainment. Work in Science and Listening and Speaking is also assessed.
- Key Stage 2 Rising Stars Assessment Tests
These are undertaken by Years 3 / 4 / 5 children in May. They assess Reading, SPAG and Maths. Writing is also assessed. We use them to identify areas of strength and weakness to be addressed in the next school year.
- SPAR Group Reading
Children undertake these in years 3 and 4 to assess children's continued progress. These are age-standardised tests
- SPAR Spelling
These tests are used to group the children according to spelling ability and to assess progress in spelling.
- Termly progress test in maths - CGP
To assist with pupil tracking and to identify areas of weakness that need to be addressed in the following term.
- Key Stage 2 SATS
These are undertaken by Year 6 children in May, They assess Reading, Grammar and Spelling (SPAG) and Maths. Writing tests will also be taken Science is also assessed.

- Mental maths and times tables
- Individual homework projects - termly

Recording

Why record?

Recording needs to be ongoing, manageable and useful - it needs to inform us about a child's attainment or achievement. It must not just be completed for assessments sake!

At The Mosley Academy the purpose of recording is to:

- Help teachers monitor children's progress - many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through:
 - Rewards Assemblies which value children's achievements in and out of school
 - Rainbow Readers
 - Adoption of a SMSC policy which offers suggestions for motivating children
 - Response policy - a positive approach to marking
 - Use of team points, motivation stickers, green cards, "Star Speller", sharing time, smiley faces, certificates etc
 - Project evaluation sheets
 - Aid memory: we cannot remember everything, so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc
 - Note strengths and weaknesses
 - Document evidence
- Inform planning. This should include:
 - What the child is to do next
 - Future planning for the next teacher
 - Other schools
 - Parents
 - Child
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - LA
 - Government
- Provide a summary for discussion, and informs verbal and written reports

- Ensure the skills are being taught in a balanced and progressive way by using a skills assessment portfolio

What should we record?

At The Mosley Academy we record:

- Children's progress in all National Curriculum subjects and RE - these are reported upon in the annual report to parents
- Strengths and weaknesses - appropriate comments are made on curricular records
- Qualities, skills, achievements and interests - these are recorded in weekly teacher assessment forms, on personal profile pages, in comments on reports
- Individual needs are identified through individual assessments
- All internal assessments, teacher assessments as well as formal tests
- Discussion between teachers, both formal and informal, especially relating to transfer of information when children move class.

Records are kept of:

- Help and support needed
- Identification of SEN
- Individual programmes of work - IEPs are written through discussion with the individual child.

What records are kept?

Classroom Monitor Tracking

Pupil Profiles

Home/Reading Records

Records of Achievement

Assessment Files

School Portfolio

Short-term plans

Long-term plans

Teacher Assessment

Phonics tracking

Number recognition

Shape recognition

Initial key words

Sight vocabulary

Class sheets/grids

Scheme records

Teachers' notes

Test results (spelling, mental, tables etc)

SAT results

Child's individual target sheets

Teachers' notes for consultations

When?

End of each term

End of each term

Daily/Weekly

Annually

Termly

Termly

Weekly

Termly

Daily

R - Y6

R

R

R

R

As appropriate

As appropriate

Daily/weekly

Weekly

Yearly

Termly

Termly

Making use of Assessment Information

- Results of tests, assessments
- Evaluating the curriculum, weekly, at the end of a unit of work, termly.
- End of Keystage results.
- Gender information
- Data

The above inform:-

- Differentiation
- Day to day planning
- Grouping
- Curriculum provision

and lead to targets for improvement.

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. At these meetings we share new next steps and review progress against next steps set by their current or their previous teacher.

Written Reports

The report format provides opportunities for comments by:

- Child
- Class teacher
- Parent
- Headteacher

Our written reports are summative and informative, they provide information on children's progress and achievements throughout the school year. The reports are written in the summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher or to record their comments on the reply slip. Responses are discussed by the class teacher and Headteacher and a parent may be invited to visit the school for further discussion.

Home/reading records provide a two way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read at least once a week.

Individual notebooks are provided for some children so that general information about achievements, behaviour etc can be shared on a regular basis.

At the start of each term parents are sent a curriculum overview for the school. Class 1 (Reception) send home weekly information sheets.

Feedback to pupils

At The Mosley Academy we believe that feedback to pupils is very important, as it tells them how they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, and this ensures that we all mark in the same way, and the children learn and understand it.

We give the children verbal feedback on their work wherever 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. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers. Teaching Assistants also make valuable contributions to verbal and written feedback.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case we identify what a child needs to do in order to produce (even) better work in the future.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupil suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their own ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always check children's comments when they mark.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

Opportunities for discussion

Parents' Evenings are held in the autumn and spring terms. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings. These are used in conjunction with the teachers professional judgements.

Personal contact with parents on a regular basis before and after school. This varies from child to child and teacher to teacher.

Workshops are provided covering various areas of curriculum and school life, reading, starting school, early movement development etc.

Open evenings are held which highlight particular curriculum areas e.g. Literacy, Numeracy, ICT.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at The Mosley Academy in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Between staff

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally, this is especially important at times of transfer and we plan time for this to take place.

Inclusion

Our school aims to be an inclusive school and we actively seek to remove any barriers to learning and participation that can hinder or exclude individual or groups of pupils. We regularly review what we do and make judgements as to our success in promoting racial and gender equality, and including pupils with disabilities and special needs.

Monitoring and review of this policy

The Headteacher is the assessment co-ordinator. She is responsible for the implementation of this policy.

This policy will be reviewed in two years, or earlier if necessary

HT 2015