



# MARSH SCHOOL PLANNING ASSESSMENT RECORDING & REPORTING POLICY

Fulfilling  
Uplifting  
Nurturing



# Contents

1.	Aims and Philosophy.....	6
2.	Principles .....	7
3.	Planning .....	8
4.	Purposes of Assessment .....	9
5.	High Quality Assessment.....	10
6.	Outline of Assessments .....	11
7.	Ensuring Accuracy and Consistency of Teacher Assessment .....	13
8.	Curricular Target Setting .....	13
9.	Records, Evidence and Tracking.....	14
10.	Reporting .....	15
11.	Transfer and Transition .....	17
12.	Monitoring.....	17



*'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'*

Assessment Reform Group (2002)

'.....assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.'

(OfSTED 2003)

## **1. Aims and Philosophy**

We believe that rigorous planning and assessment as a cycle is at the heart of effective teaching and learning. When the cycle is carried out effectively, it has an effect of informing teachers and learners it raises standards. Planning and assessment can never be separated as they are part of a continuous cycle. Planning is included in this policy to recognise this important part of the cycle.

Our school mission is;

**Fulfilling** – potential, learning as its own reward, the feeling of success

**Uplifting** – the good feeling when something has been achieved that has been a struggle to learn

**Nurturing** – constantly watching the steps that the children make towards their learning goals and assisting them so their learning journey is easier

The school is deeply committed to providing equality and catering for diversity by ensuring that these are addressed in all school policies and their monitoring. In our planning and assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

We are committed to:

- High expectations of all pupils
- Raising the attainment of all pupils regardless of their background or levels of attainment on entry
- Regular monitoring of performance
- Having additional targets for underachieving pupils, pupils with English as an Additional Language and pupils with Special Educational Needs
- Looking at the whole child as there are many influences upon how well a child achieves at school and if one of the pieces of the jigsaw is missing then the whole picture cannot be completed
- Celebrating all forms of achievement in and outside school

This policy links with the core standards and beyond threshold standards documents from the TDA; copies of which are in general in the CPD folder. It also links with the marking and feedback policy.

## **2. Principles**

Assessment is not a singular activity; it is about measurement of performance at a given point in time and over time. It is a means of obtaining information that can be used to promote future learning. Assessment is primarily the responsibility of the class teacher but all staff have a major role to play (see responsibility matrix).

### **Planning, assessment, recording and reporting should:**

- Take place in advance the learning process
- Offer all pupils an opportunity to show what they know, understand and can do
- Help pupils to understand what they can do and their next steps so that they know how to improve and become independent learners and achieve at their level or beyond
- Embrace and reflect the academic, social, emotional and moral development of learners
- Be based on a considered view of what learning should be assessed in each subject or area of experience
- Help motivate pupils and enhance esteem
- Relate to shared learning objectives and success criteria
- Enable teachers to be accountable for the progress made in their classes whilst taking into account variation that can happen due to unforeseen circumstances
- Enable teachers to plan more effectively to match the learning needs of the children
- Be a shared responsibility for all members of staff, child, parents and governors
- Help parents and carers to be involved in their children's progress
- Provide schools with information to evaluate work and set appropriate targets both on a class and strategic level. Without careful analysis and whole school ownership of the school's data, it is very difficult for the school to make overall progress

### **3. Planning**

- The principles of planning are the same for both the Foundation Stage and Key Stage One. Planning is based upon the needs of the children and not necessarily the expected curriculum for children of different year groups although this has to be the starting point.
- Creativity and real contexts for learning are essential. The teaching and learning policy highlights the different aspects that should be thought carefully about in the planning stage.
- Teachers should have a clearly laid out planning folder that is set out for easy reference in line with the expectations set out by the Key Stage Co-ordinator.
- Throughout the school, the social and emotional aspects of learning are paramount and are constantly addressed as well as taught in a systematic way as without successful personal and social skills a child will not learn as well as they should.
- Staff planning together is actively encouraged whenever possible. Time is given for planning and meeting with support staff to discuss plans.
- Details of planning for different key stages and subjects are given in individual policies.

Planning takes place over different time periods.

#### **Long Term Planning**

This takes place over the period of a year to ensure that broad curriculum coverage, continuity and progression happens. Teachers must use all relevant documents for their Key Stage to ensure that the EYFS, programmes of study of the NC and requirements of the Primary Strategy are covered. Long term plans broadly follow expectations for children of certain ages although this has to be adapted according to the needs of the children especially in the mixed age classes. Thematic working and cross curricular links are encouraged whenever possible although there will still be stand alone teaching especially in Literacy, Numeracy and Science in Key Stage One. The school is constantly finding ways of enhancing the curriculum that we offer so flexibility is in built for special events.

#### **Medium Term Plans**

Teachers plan for each half term in more detail adapting the long term plan as necessary according to how well the children have achieved during the previous half term. It is at this point that it is essential that exciting contexts for learning and cross curricular links are made. Timetabling for subjects follows guidance from QCA although this can be flexible according to the needs of the children. At this point, it is also essential to think how the needs of different levels of ability are going to be catered for over the half term. Not all children will have the same needs in a group and these learning needs must be accounted for. Once again time is given for special events that enhance learning.

### **Weekly Plans and Daily Plans**

Teachers plan weekly in more detail. Plans vary between Key Stages but the principles are the same. The learning intentions and the activities differentiated for three levels and other specific children are highlighted as well as resources needed, key questions, vocabulary and assessment opportunities. Once again, the requirements of the teaching and learning policy should also be born in mind when planning on a weekly basis. Plans should not be set in stone but be adapted on a daily basis according to assessment for learning that is happening all the time. Plans should be annotated to show changes. Teachers need to think about making learning intentions and success criteria (what the children need to do to be successful) very clear to the children both orally and visually. There is no expectation to write day plans unless there is a planned observation. Support staff should be included in the planning process and plans should be available on the wall in each classroom.

## **4. Purposes of Assessment**

### **Assessment For Learning**

Assessment for learning [Formative assessment] helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as areas for development. This should be integral in the planning process.

### **Diagnostic Assessment**

Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support and strategies can be provided.

### **Assessment Of Learning**

Assessment of learning [summative assessment] is associated more with judgements based on levels, marks and ranks and with public accountability. Planning needs to take account of time needed for this.

### **Evaluative Assessment**

Evaluative assessment is the means by which some schoolwork can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching and methods.

### **Effective planning, assessment, recording and reporting will:**

Enhance the learning of our pupils because:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching
- Assessment motivates the pupils through success/achievement
- Assessment highlights strengths and areas for development together with strategies to manage them
- Assessment provides reliable and credible information to support continuity and progression in the learning process

## **Marsh Infant and Nursery School**

- Assessment provides valid information to assist with setting individual pupil targets

Aid teachers in evaluating their teaching because:

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support or extension

Provide information for:

- Pupils
- Staff, Senior Managers and Governors
- Parents/Carers
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- Local Authority, OfSTED and DCFS

## **5. High Quality Assessment**

### **Assessment FOR Learning should:**

- Be part of effective planning of teaching and learning
- Focus on how pupils learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because pupils learn better when they feel safe and secure
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so
- Develop learners' capacity for self assessment so that they can become reflective and self-managing
- Recognise the full range of achievements of all learners

### **Assessment OF learning should:**

- Provide information to support teaching and learning
- Provide summative judgements about what has been learned at a specific point in time
- Provide information to track progress and measure past performance
- Inform the target setting process
- Be sensitive and constructive because any assessment has an emotional impact
- Show what pupils can do without support
- Provide clear information which can be used to evaluate teaching and learning

### **End-of-key-stage assessment should:**

- Fulfil the current statutory requirements and follow DCSF/ QCA/NAA guidance
- Ensure that everyone, including parents and carers, understand the importance of Teacher Assessment in Reception and Year 2.
- Draw on the whole range of on-going assessment information, records and evidence when making end-of-key-stage Teacher Assessments
- Be based on teachers having a clear understanding of the level descriptions and FSP statements and how to apply them holistically in making end-of-key-stage Teacher Assessments
- Be based on teachers making summative judgements which are consistent with a shared understanding of standards developed amongst colleagues through agreement trialling
- Be based on teachers recognising the importance of summative assessment in all areas of learning and giving feedback to pupils on the outcomes of such assessment
- If appropriate, allow access arrangements for individual pupils
- Ensure that teachers use the information from end-of-key-stage assessment formatively and evaluatively to monitor progress towards targets

## **6. Outline of Assessments**

All classes have assessment and tracking folders for storing information and assessment results. These are monitored regularly. Foundation Stage teachers also have observation folders. These need to be clearly organised.

### **Statutory Assessments**

- Foundation Stage Profile (end of Reception Year)
- Year 2 Teacher Assessments (administration of tests and tasks to support)

## **Marsh Infant and Nursery School**

### **On-entry assessment**

- All children have a home visit before starting Nursery or Reception (if they come from another setting).
- Within the first seven weeks of starting nursery, we use the EYFS documents to make observations. These are updated throughout the time in Nursery.
- Within the first seven weeks of starting school, we assess using the Foundation Stage Stepping Stones as an on-entry assessment, focussing and recording information on Personal, Social and Emotional Development; Communication, Language and Literacy; and Problem Solving Reasoning and Number.
- We use evidence from pre-school settings, parents and children as a starting point for school records. This enables targets to be set and the curriculum to be planned effectively.
- New entrants into Key Stage One have the following assessments; Single Word Spelling Test, the appropriate NFER reading test, benchmarking to assign a colour for reading, and work samples taken for Numeracy and writing to assign a level and to group them.
- The school always contacts previous schools as well as asking for their records. When a child is known to be on the special needs register, they will also be assessed by the SENCO using her testing resources to ensure that we have a clear idea of strengths and weaknesses.

### **– EAL pupils**

- We use “Assessing English as an Additional Language (EAL) in primary schools”, produced by METAS. Progress of these pupils is monitored regularly. This is currently being reviewed

### **Teacher Assessments**

Assessment is a continual process and is an integral part of normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning. Assessment for learning is carried out continually. There is a grid for each Key Stage showing the assessments that should be carried out above and beyond everyday assessment. There is also a week planned for summative assessment at the end of each half term. Details of assessments that should take place during these weeks are on the Key Stage assessment grids.

Examples of teacher assessments that we use are:

- Discussions with an individual or group of children
- Observation of a specific task
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/ computation/ drawings etc.
- Listening as pupils report their findings and ideas e.g. in a plenary session

## **Marsh Infant and Nursery School**

Each pupil is assessed in relation to criteria linked to statements from the Stepping Stones, the Early Learning Goals, key learning objectives from the Strategies, or from the National Curriculum level descriptions (e.g. Buckinghamshire Graded Assessment Criteria.)

Evidence required for this assessment process is a selection of the following:

- Work in pupils' books
- Observation folders
- Assessment folders
- Samples of work produced specifically for an assessment in assessment books
- Records of observations/discussions etc.

### **7. Ensuring Accuracy and Consistency of Teacher Assessment**

- Meetings are held termly to assist in the moderation process to ensure that discussions are held between teachers to decide what constitutes evidence of attainment
- All teachers attend relevant county training
- Meetings are also held with the feeder junior school to ensure that there is cross school agreement
- Uses National and Local Authority exemplification materials to assist this process
- We are moderated by the county on a regular basis either with a soft touch or more in depth basis

### **8. Curricular Target Setting**

- Targets are discussed by pupils and teachers to ensure that children understand and have ownership of them. Marking of the assessment books assist in making the new targets.
- Pupils actively work towards and monitor their own progress appropriate to their age
- Personal, social and emotional achievements, organisational skills, self-discipline and attitudes are considered alongside the academic achievements of each individual pupil
- Displays are made of the targets in the classrooms that are visual for the children
- Targets are also kept in a notebook that is kept on the child's table in Key Stage One for the child to refer to regularly. These should be changed at least termly or more often if the target has been achieved.
- All staff have to have ownership of targets if the school is to be successful.

Targets are set for different groups:

## **Marsh Infant and Nursery School**

- Individual Pupil Targets – *can be social/behavioural or academic (based on diagnostic, summative and formative assessment). These link with a pupil's IEP where relevant*
- Group Target Setting
- Cohort Target Setting – based on analysis of summative and evaluative assessment by the SMT and the HT as sent to county
- School Target Setting –based on all the above

## **9. Records, Evidence and Tracking**

Not everything that is assessed is formally recorded. However, it is important that recording of achievement is based on a wide range of evidence, e.g. from:

- Listening
- Observation
- Questioning
- Selecting examples of pupils' work
- Marking
- Specific tasks/tests

### **We keep manageable records**

- To record pupils' achievement and progress and ensure that the curriculum guarantees continuity and progression through the school
- To provide teachers with information which enables plans, schemes of work, the allocation of resources and teaching methods to be evaluated and modified where appropriate
- To provide information when pupils move to a different class, phase of schooling or move to another school
- To provide feedback to pupils and a basis for discussion about their strengths and areas for development and how they can improve
- To provide evidence which will be used as a basis for discussion with parents/carers about the attainment and achievement of their children
- To provide information to contribute to school self-evaluation and discussion with governors, the Local Authority and others about the performance of groups of pupils and the cohort as a whole.

### **Records Kept**

We keep a range of records. Please see individual subjects and record grid for more detail.

### Tracking and data analysis (links with in depth tracking policy)

- We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement and intervene to support and challenge where necessary as soon as difficulties become apparent
- The system is evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals
- It is essential that staff and governors are fully involved in the tracking and data analysis process as the only way to move forward is to have a shared understanding of areas that need development.
- We use SIMS assessment manager, the e-Profile, Raise online), PIVATs (for pupils with SEN), and a class tracker stored on SIMs that includes all aspects of the children progress including spelling and reading ages. These also have predictions on them that are updated regularly. We also use Fischer Family Trust data that is particularly useful in ensuring that we use contextualised information. Bucks County Council also provides much in depth data that is analysed carefully and used for tracking and target setting purposes. This is shared with staff and governors.
- Progress from a pupil's starting point is tracked at the end of a year and monitored termly. We use Stepping Stones, Foundation Stage Profile, National Curriculum sublevels, and P scales for pupils who are working below level 1 after Year 1 after Christmas in Year One (if they have SEN).
- There is also careful liaison with previous schools so that children who have moved into the school can continue to make progress.
- Tracking is integrated with end of year and end of Key Stage targets. This makes it easier to:
  - ensure that targets are informed by pupils' current attainment and past progress
  - monitor progress towards targets
- End of Key Stage 1 targets are informed by the Foundation Stage Profile and Year 1 Teacher Assessments

## 10. Reporting

The education of the pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing of the child's progress and attainment with parents/carers. We have an open door policy to ensure that parents can always consult if they are concerned.

### Our formal reporting takes the following forms:

- Two consultations days where all parents/ carers are offered a time for personal discussion with the teacher or key worker. The classes are covered so that teachers and parents/carers can have a longer discussion.
- An annual written report that provides narrative comments giving clear information, personal to the child, about the pupil's progress. The report comments on general progress, behaviour and attitudes, and progress in all subjects and activities of the curriculum. It outlines the child's strengths and the areas they need to develop. Where levels or grades are used, there are clear explanations of what they mean. Parents and carers can also ask to meet their child's teacher to talk about the report.
- Reports meet statutory requirements. These are:

#### **At the end of the Foundation Stage:**

- Parents must be offered a reasonable opportunity to discuss the outcomes of the Foundation Stage Profile with their child's teacher
- The meeting should be within the term in which the FSP has been completed
- If parents ask to see a copy of their child's profile, the school should make this available

#### **For all children in year R and above**

- Brief particulars of achievements in each subject and activity studied as part of the school curriculum. These should highlight strengths and development needs.
- General progress
- Arrangements for parents to discuss the report

#### **For children of compulsory school age:**

- A summary of the child's attendance record – number of possible attendances and % of authorised and unauthorised absences alongside a grade showing how this relates to average attendance
- A comment relating to punctuality

#### **At the end of Year 2 and 6:**

- the child's test results (year 2)
- the child's teacher assessment results,
- the school's results
- national results
- At consultation sessions and/or in annual reports, targets are set which are realistic, monitored and reviewed
- Parents of pupils at the end of Reception are provided with a written summary of progress against the Early Learning Goals and offered a meeting at the end of the Summer Term to discuss the outcomes of assessment with the child's teacher
- The annual School Profile includes standardised information for parents on pupils' results with a commentary by the school.

## **11. Transfer and Transition**

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. When a pupil leaves, we fulfil statutory requirements to send information to the receiving school within 15 school days using the electronic common transfer file (CTF); we also send on the child's educational record as legally required. If a pupil arrives at this school without records, we take steps to chase up the information. We also work hard to support pupils in making successful transition from class to class within this school and as the child moves onto junior school. We are very proud of our success in this area.

Therefore we ensure that teachers:

- Visit children in their Nursery settings to talk to teachers and staff
- Carry out home visits for all new children
- Have individual meetings with all new parents and children before coming to school
- Liaise with all previous schools so data is sent on
- Have opportunities to talk through the records together before the pupils transfer
- Teaching Assistants crossing to feeders schools
- Teachers visiting feeder schools
- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about pupils' progress as they move from one class to the next or to a new school in order to support continuity of learning for all pupils
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Support vulnerable pupils in moving to an unfamiliar context – meeting with SENCOs and learning mentors, confidential files passed on, EWO records sent and discussed.

## **12. Monitoring**

The monitoring of planning, assessment and record keeping is carried out regularly in line with the school's overall monitoring plan for the year.

**For assessment in a subject, the key monitoring questions are:**

*How effective are teachers' assessments in:*

- *Informing planning?*
- *Diagnosing pupils' strengths and needs and helping them to improve?*
- *Monitoring pupils' progress?*

*How are the quality and consistency of judgements assured?*

*What strategies are used?*

## **Marsh Infant and Nursery School**

### **The following processes provide evidence for monitoring:**

- Monitoring of planning and teachers' evaluations of planning
- Evaluation of children's work and marking, e.g. the work of three children of different abilities per class across the school (this may be combined with monitoring of planning)
- Observation of teaching, which may have a specific focus, e.g. differentiation for the most able
- Discussions with pupils
- Displays of work by pupils
- Subject assemblies by year/ class group, whereby teachers and pupils celebrate work that has been undertaken in class
- In core subjects, analysis of tracking and progress against targets for individuals, groups (e.g. boys, girls, able gifted and talented pupils, those with SEN, minority ethnic pupils), and classes. With optional SATS and at the end of Key Stage 2, progress is evaluated through value added analysis
- moderation activities

Consistency of standards is developed by using shared evidence of attainment *in one or more of the following ways:*

- Annotated examples of work related to national expectations e.g. illustrating each level of attainment. These are moderated by all teachers or, if this is not possible, selected by the coordinator
- Key examples in specific areas to illustrate progression in an aspect, again linked to national expectations
- Examples drawn from the QCA ncaction website ([www.ncaction.org.uk](http://www.ncaction.org.uk))