



ARR Policy

Gaer Primary School

Policy for Assessment, Recording and Reporting to Parents.

ASSESSMENT

The policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting (ARR) at Gaer Primary School, where all staff are involved in its development and implementation.

Gaer Primary School ensures that staff never discriminate, or allow personal feelings, prejudices or assumptions about race, ethnicity, special needs, age or gender to affect their treatment of pupils when dealing with assessment, recording or reporting.

The policy has been updated in the light of the demands of the Foundation Phase / Curriculum 2008. This policy was written in 2015. The governing body approved the policy in July 2015.

What is Assessment?

Government initiatives and guidelines on assessment are increasingly emphasising the way in which assessment can actually improve learning and not just measure it. This is assessment for learning which is different from assessment of learning. Assessment for Learning is supported through the implementation of our Marking and Feedback Policy.

The school views assessment as being a process **that both promotes learning** and is **integral to effective learning**.

- It involves sharing learning outcomes with pupils (WILF).
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It provides opportunities for pupils to improve their own learning through self editing and to improve the learning of others through peer marking
- It involves both teachers and pupils reviewing and reflecting on assessment data.

Aims

The school aims in assessment are:

- To ensure that 'learning for all' is implemented in both policy and practice;
- That it will be an integral part of teaching and learning, drawing upon everyday activities so that each child progresses at the optimum rate;
- To enable teachers and pupils to identify individual strengths and weaknesses;
- To enable pupils to share responsibility for their own learning through developing self assessment strategies;
- To identify strengths and weaknesses in the delivery of The Foundation Phase and Curriculum 2008 providing information for the improvement of curricular planning;
- To share success criteria in a consistent basis with pupils;
- To confirm judgements on pupil performance;
- To act as a motivator to success;
- To comply with statutory requirements of The Foundation Phase and Curriculum 2008 and their assessment procedures;
- To diagnose individual children's needs;
- To set whole school, cohort, class, group and individual targets;
- To appraise own teaching and to inform future planning;
- To ensure that ILP/IEPs are regularly updated where appropriate and support the pupil in their individual learning;
- To provide information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA and Welsh Office;

- To provide evidence of the schools progress against LA, Core Data Sets Family and National Performance data, and to use such data to set whole school targets for improved performance.

Uses of Assessment

For any assessment practice to be successful, it must provide information which teachers can use in determining how the future learning of a pupil could be advanced. With this in mind, assessment may be used for the following purposes (FEDCATS).

F: Formative (comments, marking)

This is on-going during the course of every day teaching. It provides pupils with clear targets, feedback and feed forward about their achievements and likewise provides information to teachers in curriculum delivery. For assessment to be truly formative the feedback needs to be used.

E: Evaluative (teacher evaluations)

As an indicator of where additional resources and/or alternative teaching strategies are required in order to improve quality of practice.

D: Diagnostic (NNT, NRT, ALFIE, CATS)

The teacher is able to identify a child's specific learning needs (strengths and weaknesses) so as to initiate appropriate support, such as differentiated activity and specific individual targets for the pupil.

C: Communication (Parent consultations, ILP/IEP/IDP Reviews, Home / school diaries)

To inform parents of a child's level of understanding and skill as judged against standards as defined by The Foundation Phase outcomes/ Curriculum 2008 level descriptors. Communication will be by necessity involved with both formal and informal procedures and will enhance collaborative activity.

A: Accountability

To pupils, parents, governors, LA and wider audience.

T: Target Setting / Pupil Self Assessment (Learning diaries)

Both teacher and pupils set small achievable targets to improve both teaching and learning. For effective target setting to occur, pupils should be encouraged to be constructively critical of their and other pupils work. Pupil or peer self assessment is seen as an integral part of the assessment process.

S: Summative / Focused (Teacher assessments, Team subject portfolios; Learner Profiles; Individual Assessment Portfolios; Area of Learning Portfolios)

It provides overall evidence of attainment against identified criteria, ie, what a pupil knows, understands and is able to do at a particular time.

S: Screening (Teaching Talking; SNAP; WRAT)

For example reviewing a year group's performance to identify special needs.

Effective Strategies of Assessing

Teachers constantly create opportunities for children to learn, and such opportunities for learning often provide opportunities for assessment. Assessment strategies can therefore include the full range of strategies, eg:

- observation;
- listening;
- sensitive questioning and discussion, ie, talk;
- pupil self and peer assessment;
- pictorial / graphical presentation;
- closing the gap marking (scaffold, example, reminder);
- testing;
- group work;

Planning for assessment

Assessment does not merely happen of its own accord, it needs to be planned for. It is both learning outcome driven and is a central feature of the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engaged in collaborative planning over all key stages to ensure continuity and progression;
- Planning is related to The LNF, The Foundation Phase Framework and Curriculum 2008 documents;
- Long term (Curriculum Maps/LNF) and medium term (range and skills overviews) form the basis for short term planning (weekly/ biweekly). Assessment opportunities for core subjects are identified as appropriate in the medium term planning and further refined in short term planning, on the basis of differentiation and individual pupils needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work;
- ARR co-ordinator liaises with SMT, all subject leaders and all teachers to ensure full coverage of attainment targets;
- Staff meetings are used to discuss issues related to ARR which includes both year group and whole school moderation activities;
- Short term planning formats encourage teachers to be self evaluative and such evaluations are used to consistently inform future planning;
- All planning is retained in year groups

Evidence of Assessment

(a) Teacher Assessment

Assessment can be continuous or periodic. Individual continuous assessment is accompanied by periodic assessment at some stage in a planned project, a period of class teaching or work on a new concept. It can be on an individual, group or class basis. Evidence is found in the Individual Assessment Portfolios (FP); Year Group portfolios; Learner Profiles; Area of Learning Portfolios; pupils' books; 2Simple FP profile builder; individual, group or class record sheets; planning; tracking sheets; reading and oracy records. Pupils progress is retained on electronic cohort tracking sheets (using Assessment Manager: SIMS) which also are used for the whole school target setting process and Termly assessments in the core subject areas. Teacher assessments are provided for each pupil at the end of every academic year and these are completed in conjunction with the receiving teacher.

(b) Moderation

If the results of assessments are to be useful, teachers need to be sure that their judgements are consistent. Legislation expects teachers to moderate their results across a school and LAs to moderate across schools. LA moderation training days are used to support the school in its judgements at the end of FP and KS2.

Agreement of standards of achievement is an on going task and moderation sessions are time tabled as part of staff meetings and training days where appropriate.

(c) End of Foundation Phase / KS2 Assessment

Teachers' assessments at the end of Year 2 and 6 are analysed and are used to inform planning and so further improve pupils' attainment in future learning. Data analysis is rigorous and areas of strength and weakness are highlighted and disseminated to staff, governors and the LA. Trends and patterns in data and such issues as gender, ethnicity etc is taken into account.

RECORDING

Principles of Good Practice

It is the aim of the school to produce records, which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning.

Such records are used for:

- Informing the planning of future work;
- Informing next teacher / next school;
- Pupil self-motivation and evaluation;
- Identify school, class, cohort and individual targets;
- Reporting procedures;
- Informing the school on its strengths and weaknesses;
- Accumulation evidence to support professional judgement.

The school has agreed to keep the following records:

- Reading records;
- Spelling / phonic records;
- Whole school targets; class targets (home / school planner); group and individual targets (ILPs / IEPs / Teaching Talking for Early Years)
- Tracking records;
- Target setting records;
- Pupil learning diaries (individual targets);
- Results of external testing, eg, NNT, NRT, ALFIE, CATS

The following parties will record as appropriate:

- 1 Teachers, children and parents;
- 2 Support staff;
- 3 Outside agencies (ILPs/IEPs).

Guided Reading Records

Group reading records are kept (individual where appropriate). There are additional records and a timetable for 'Target' reading pupils.

Home Reading Record

Pupils keep their own weekly record of reading and update in their reading diaries which are signed weekly by parents. Pupils with a reading age below their chronological age are identified as target readers by data analysis,

Parents are informed about working in partnership with the school (Home, School Agreement) and these pupils are monitored closely by their class teacher and head teacher.

Individual Learning Diaries

These are introduced from Year 2. They record the next most achievable step for individual pupils. Targets normally last for a duration of between 4 to 6 weeks and are regularly updated by teachers. They are numbered 1,2,3,4,5,6,7 etc throughout the academic year. Pupils check learning to see if targets have been met. Teachers oversee this process.

Pupils Personal Tracking Cards

If leaving to attend an alternative primary school, an electronic ctf file is sent via email to their new school. This includes all assessment, attendance and contact details.

NB All annual written reports are kept electronically on the staff shared area.

Non-Core Curriculum Areas / Subjects

These areas of learning and subjects are evidenced in the year group portfolios in the form of pupil project books and in the Areas of Learning Outcome Portfolios. Teachers will use their knowledge of the pupil form observations and the recorded learning in the book to ascertain the pupil's performance. This will be completed at the end of the year and the 'best fit' approach used. Learning will be collected across the year group to exemplify the full range of levels present within year group.

REPORTING

Purpose and Aim

Reporting procedures promote communication about a pupil's learning and achievements across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets. It is a legal requirement.

Principles of Good Practice

Reporting whether verbal or written must be:

- Presented in clear, straightforward language, free of jargon;
- A true picture of the pupil;
- As encouraging and constructive as possible;
- A summary of standards achieved and progress made, supported by evidence;
- To identify the pupils **strengths** and **weaknesses** and to provide information on how the **child can move forward**, specific targets.

Reports must contain in addition to progress in all Areas of Learning / National Curriculum subjects the following:

- Attendance record;
- Class teacher comment on general progress which encompasses the 'whole child';

Parent Consultations

Parental Consultations are held twice each academic year – the first in October, the second in March/April. The parent/guardian of the pupil is invited by the class teacher to discuss overall performance, attitude and

behaviour. At other times, parents are welcome to request an appointment with the head teacher or the class teacher, to discuss matters, which are related to school life. We are very proud of pupils' books and they are sent home with pupils at the end of the year for parents to keep (other than those retained for portfolios).

Written reports

The school word processes individual reports so that all pupils have personalised comments on their achievements and assessments, as well as their individual targets.

All other reports are written and presented towards the end of the academic year. It provides a reasoned analysis of the child's overall achievement in all curriculum areas and information of the content of work. Reference is made to personal, social and behavioural skills and attitudes and to the specified targets for the coming year.

At the end of each key stage the report will include teacher assessment levels for core subjects. Individual performance is shown against local and national standards.

Transfer Documents

Year group reports are automatically generated and reviewed by the appropriate teachers. FP Teacher Assessment results are examined and used by Year 3 staff. Transition lessons take place in mathematics for Year 2 and 3 staff towards the end of the summer term. End of KS2 Teacher Assessments are collated along with pupil reports and National Test data transferred to appropriate comprehensive schools. During the Summer term, the Duffryn High School staff meet with Year 6 staff, in order to discuss the smooth transition of our children from Key Stage 2 to Key Stage 3.

Mr M. Coles

Leader of 21st Century Schools, Assessment and Communication

Summer 2015

SIMS – Assessment Manager Checklist

WHEN?	WHAT?	WHO?
Autumn 1	End of year target setting	2 – 6

	End of Key Stage setting	2 – 6
	PM Benchmark	R - 6
	Alfie	2 - 6
	FSM	R – 6 (RSm)
	LAC, EAL, SEN, MAT	R – 6 (SI)
	ComIT	1 – 2 (RC)
	Social and Emotional (SEAL)	R - 6 (RC+LH)
	Teaching Talking	R
Autumn 2	LLC, MD, PSWBCD Outcomes	1 – 2
	Literacy focused assessment (Writing – Fiction)	3 - 6
	Tackling the Tail	1 – 2 (ME)
	Springboard Maths	3 – 4 (LH)
	Literacy Launcher	3 – 4 (SM)
Spring 1	PM Benchmark	R - 6
	Science (SC1) Focused Assessment	3 - 6
	Social and Emotional (SEAL)	R-6 (RC+LH)
	ComIT	1 – 2 (RC)
Spring 2	LLC, MD, PSWBCD Outcomes	1 – 2
	Literacy focused assessment (Writing – Non-Fiction)	3 - 6
	Tackling the Tail	1 – 2 (ME)
	Springboard Maths	3 – 4 (LH)
	Literacy Launcher	3 – 4 (SM)
Summer 1	KUW, PD, CD, WD Outcomes	R – 2
	LLC, MD, PSWBCD Outcomes	R – 2
	PM Benchmark	R - 6
	Teaching Talking	R
	NFER Maths and English	2 – 6
	NGRT	2 – 6
	Literacy focused assessment (Writing – Fiction)	3 - 6
	Science (SC1) Focused Assessment	3 - 6
	Maths (MA1) Focused Assessment	3 - 6
	Non-Core Subject TAs	3 - 6
	Welsh TA	3 - 6
	CATS	4
	Units of Sound	3 – 6 (SM)
	Success in 6	6 (SM)
	Springboard Maths	3 – 4 (LH)
	ComIT	1 – 2 (RC)
	Nurture (Counselling)	R – 6 (SI)
	Social and Emotional (SEAL)	R – 6 (RC+LH)
Summer 2	Alfie	2 - 6
	PASS	2 - 6
	Attendance	R – 6 (RSm)
	Literacy Launcher	3 – 4 (SM)
	Tackling the Tail	1 – 2 (ME)

ASSESSMENT SCHEDULE GAER PRIMARY SCHOOL

	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Special Needs Documentation	Cause for Concern	IDP reviews	Annual Review Y2/Y6 transfers	IDP reviews			IDP reviews				School Reports IDP
Target Setting (School)	Identification of vulnerable pupil targets		Y2-Y6 and FP and KS2 targets			Target Reviews				Y5 targets for EKS2	Target Evaluations
TA: English / LLC				Y1- Y6			Y1- Y6		Y1- Y6		Y2 and Y6 end of phase TAs
TA: Maths / MD				Y1- Y6			Y1-6		Y1-Y6		Y2 and Y6 end of phase TAs
TA Science				Y3-Y6			Y1-Y6		Y1-Y6		Y6 end of phase TAs
TA Welsh 2 nd Lang				Y3-Y6			Y3-Y6		Y3-Y6		
PSWBCD TA:				Y1- Y6			Y1- Y6		Y1- Y6		Y2 end of phase TAs
Non- core AOL / curriculum subjects											Y2 and Y6 end of phase TAs
Moderation	KS2 planning meeting						FP moderation LLC		KS2 moderation E/M/S/W		Training Day/INSET / Staff Meetings
National Tests – NNT/NRT									Y2-6		
PM Benchmarking	Y1-6				YR-6						
Spelling (SWST)	Y2-6									Y2-6	
ALFIE Maths		Y2- 6								Y2- 6	
Reporting to parents – consultations		N-Y6					N-Y6				Open Day
FFP	Reception & Nursery assessment (within 6 weeks of entry)										Reception & Nursery assessment
Written reports											R-Y6

