

ARR-ASSESSMENT, RECORDING & REPORTING TO PARENTS



**'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb ar
gyfer dyfodol disglair'**

Policy Written	November 2018
Review Date	November 2019

This policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Clytha Primary School, where all staff and governors are involved in its development and implementation.

The policy has been updated in the light of the demands of the Foundation Phase and the Curriculum in Wales.

USING ASSESSMENT TO MONITOR PROGRESS TOWARDS SCHOOL IMPROVEMENT

Clytha Primary School monitors school improvement through assessment information. This process is as follows:

- to involve both the teachers and pupils in the learning process
- have high expectations of all pupils whilst crucially maintaining high levels of pupil well being
- targets set in relation to an analysis of pupils attainment in the cohort
- performance for different groups of pupils identified – including boys and girls, additional language learners (EAL), pupils with additional needs (ALN), more- able and talented pupils (MAT), ‘looked after’ children (LAC), children who have FSM and Summer Born children
- performance of different teaching groups identified, including all children in Intervention groups
- performance in different areas of learning and experience/subjects considered
- this performance is considered alongside benchmark information
- year on year ‘historic’ trends are taken into account
- comparisons made with both local, family and national data

The school uses assessment data information in order to:

- to provide feedback which leads to pupils recognising their next steps and how to take them.
- demonstrate and measure ‘value added’ against Foundation Phase Profile and on entry data
- respond to and act upon the information which emerges in term of whole school management issues and classroom practice
- inform curriculum planning and set learning objectives
- compare results of national, family and local expectations
- produce action plans to achieve agreed improvements
- ensure that the School Development Plan reflects findings
- inform the target setting process

AIMS and PRINCIPLES OF A.R.R.

This policy is intended to ensure consistency across the school in terms of assessment, recording and reporting

All assessment strategies are sensitive to the needs of all pupils with regard to cultural background, faith, gender, sexual orientation, age, disability and Welsh Second Language Speakers

Assessment, recording and reporting should enhance learning through:

- Being an integral part of teaching and learning
- enabling teachers and pupils to identify individual strengths and weaknesses
- Offering all pupils an opportunity to show what they can do, recognise and support them to take their next steps
- Providing opportunities for pupils to improve their learning through self -assessment and to improve the learning of others through peer assessment and sharing the responsibility for their own learning
- Providing a broad picture of a pupil's academic, social and personal progress
- Being integral to the process of learning and teaching and to ensure that learning is for all
- Diagnosing individual children's needs
- Sharing learning outcomes
- Enabling teachers to plan more effectively
- Appraising the delivery of the curriculum providing information for staff to be responsive in their planning to the needs of the learners
- Providing schools with information to evaluate work and set appropriate targets
- Providing information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA and Welsh Office

FROM PRINCIPLES TO PROCESS

Assessment needs to be planned for and to be responsive, this is a central feature of the teaching and learning process. At Clytha Primary School, Foundation Phase and National Curriculum planning must be responsive to the needs of the learners. To ensure we provide the best possible opportunities for our learners, teachers at Clytha Primary have APP time, rather than PPA time. We believe that due to assessment being the key feature for teaching and learning it is required before the planning and preparation processes can take place. Therefore planning always:

- Indicates the assessment opportunities and appropriate strategies to be used
- Involves the whole staff and reflect the school development targets
- Responsive and reflects the needs and interests of the class, individuals and of current affairs. Planning is completed as part of the learning process, to be tailored to the individual needs to ensure progression at an optimum rate for all learners.
- Plan for progression throughout the key stages and ensure that they contain clear learning outcomes.
- Planning is related to the LNF, DCF, Foundation Phase Framework, Curriculum 2008 and since September 2017, the new curriculum for Wales guidance is utilised when shaping learning opportunities and developing the Four Purposes.

AGREED PRACTICE for ASSESSMENT

For classroom assessment to be effective at Clytha Primary School, the teachers understand that the emphasis is on daily **Assessment for Learning** alongside **Assessment of Learning** practices.

Teachers ensure that:

- they are clear about what children know, understand and can do in all areas of learning
- pupils understand what they are learning and what the teacher is looking for, what they have achieved and how they can improve, Pupil Review meetings are held half termly and these are

discussions between teachers and children, about their learning and targets are agreed together to continually move their learning forward

- they use a range of assessment methods confidently and appropriately e.g. observing pupils, listening to learners with and without their books, asking questions and assessing pieces of work.
- other adult staff working in the classroom support the teacher in the assessment process
- staff complete mini-plenaries throughout the teaching and learning process to address any assessed need and to continue to move the learning forward e.g. spotting errors, discussing strategies, collaborative learning and providing challenge for all.

Marking, pupil assessment and feedback to pupils

Teachers ensure that effective assessment is carried out by:

- following the school's agreed Marking and Feedback Policy
- providing opportunities for pupils to be involved in 'self' and 'peer' assessment
- providing feedback to include both oral and written feedback as appropriate to pupils about their learning, promptly and regularly.
- providing adequate time for children and teachers to reflect and respond to the marking comments made
- providing time with the class teacher regularly to discuss their learning and assess their own progress.

Summative assessment

Clytha Primary School ensures that summative assessment is effective. The policy requires:

- Teachers in Reception, Years 2 and 6 to meet statutory reporting procedures
- teachers to complete half termly and termly assessments
- teachers to draw on the whole range of ongoing assessment information, records and evidence when making termly, end of year and End of Key Stage Teacher Assessments
- teachers, through the moderation processes (school based and L.A.), to have a clear understanding of the outcome/level descriptors and how to apply them in making summative judgements in terms of internal and End of Key Stage requirements. EAS moderation events are used to support the school in its judgement at the end of FP and KS2. Agreement of standards of achievement is an ongoing task and moderation sessions are timetabled as part of staff and training days
- teachers to recognise the importance of summative assessment and non- statutory testing in all areas of learning and to give general feedback to pupils on the outcomes of such assessments
- teachers to use the information from end of key stage assessments to evaluate progress towards school targets led by the ARR Coordinators
- teachers to report and consult with parents on teacher assessments made

AGREED PRACTICE FOR THE KEEPING OF RECORDS AND EVIDENCE

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. The school acknowledges that the record keeping process begins with curriculum planning, skills planning and 'pupil voice', and is one of selection and relevance.

Teachers

- keep records as agreed by the whole school
- begin the academic year by using all records from the previous teacher to plan work for the class and individual pupils, this will further aid transition
- use all assessments to inform future planning and set next steps in learning
- keep evidence for clearly defined and useful purposes –e.g. to help pupils and their parents gain a better understanding of their progress, for teachers within and across year groups and Key Stages and to enable outside agencies to make informed judgements on standards and achievement within our school
- use examples of pupils' work to help all parties involved to understand pupils' strengths and weaknesses and how they can improve (WILLWIG). This is a tool used for moderation purposes.

AGREED PRACTICE FOR REPORTING TO PARENTS AND GUARDIANS

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. The school meets statutory requirements by producing a **written report** in the summer term and three termly **Parental Consultations**.

Parents of pupils in Year 2 and in Year 6 receive a further report, outlining their individual child's performance alongside the school, the local and national standards. Parents of pupils in Years 2 to 6 also receive a report with their Standardised Score, indicating their child's current level of attainment in the National Tests and comparisons with previous year's tests.

Parents are invited to make an appointment with the class teacher or a member of the Senior Leadership Team (SLT) or to discuss their child's performance at any time throughout the school year.

Reporting whether verbal or written is agreed to be:

- presented in clear, straightforward language and free from 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 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 comments on general progress which encompasses the 'whole child', including their attitude to learning, resilience, levels of independence, overall Well Being and sense of belonging in our Clytha Community.

TRANSITION

We aim to work in partnership with all schools and settings in order to ensure the smooth transition of all our pupils, upon entry to school, from year group to year group and through the phases of the children's primary career.

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Transition arrangements include:

- All new parents to Clytha are invited to meet with the Head teacher and class teacher personally for one on one discussion about their child specifically.
- Annual internal Transition sessions providing the teachers with quality time for quality discussions, both as 'sending' teachers and 'receiving' teachers
- liaison between teachers within and across year groups and Key Stages, discussing transition and using the transition proforma as a guide
- Reception teachers visit all children in non-maintained settings who are awarded at our school.
- Year Three teacher delivers several Maths and English sessions to Year Two pupils during the Summer term in preparation for their move to a new Key Stage. A planned unit of work has been devised by the Y2/Y3 teachers to facilitate smooth transition.
- to annually work, on a cluster basis between KS2 and 3, to secure through moderation of teacher assessment in all 3 core subjects and Welsh Second Language
- participating in the consortium led moderation of end of Foundation phase
- Close transition projects and arrangements with High Schools', particularly John Frost High School. This process begins in Y4.
- We meet all Secondary schools' individual requirements for transfer documentation
- A Y6-Y7 online Transition Digital Guide is being developed by our pupils as a collaborative Cluster Project ready for the summer term.

This Policy was reviewed in November	2018
It will be reviewed again in November	2019