

Date Valley School

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POLICY FOR ASSESSMENT, RECORDING AND REPORTING.

“Overall, the purpose of assessments is to improve standards, not merely to measure them”

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual students”

“The core purpose of assessment is to move pupils on in their learning”

INTRODUCTION

- We believe that effective assessment provides information to improve teaching and learning. To do this in our school, 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 on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment of learning (summative assessment) involves judging pupils' 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 stages.
- We give our children regular feedback on their learning so that they understand what it is that they need to do better. 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 in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards 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 provide regular information for parents that enables them to support their child's learning;
 - to provide the Headteacher and Governing Board with information that allows them to make judgements about the effectiveness of the school.

PLANNING FOR ASSESSMENT

- We use our school's curriculum 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. We assess the children at their 'entry' point, 'mid learning' point and end point for all units in Numeracy, Grammar and Science. For reading and writing, children are assessed twice a term, during the course of covering units of work.
- To support our teaching, we use the National Literacy Strategy, the National Numeracy Strategy and some of the national schemes of work produced by the DFE, using Hamilton Trust plans to support our teaching. In addition we teach subjects specific to our school such as Islamic Studies, Arabic and Quran and these curriculum and assessment guidelines have been devised by ourselves. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each group of lessons.
- Children are given individual work plans with planned work meeting the learning objectives of the week. Whilst children work independently on activities from the work plan, the class teacher works with a focus group on objectives to suit the group's ability and level of understanding, ensuring that in this way teaching has the maximum impact
- Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- Whilst teaching a focus group the teacher is continuously assessing understanding and achievement and records results daily in the WAF (working and assessment folder)
- 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. We also keep this information as a record of the progress made by the class

TARGET SETTING

- We set targets in Literacy and Numeracy for all our children, during each term. We discuss individual targets where necessary, and communicate these to parents. We review the progress of each child at the end of each term, and set revised targets.
- We also set targets related to the child's moral and social development, linking these closely to expectations of our children in relation to Islamic teachings. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets on target cards, or in their books on the progress sheets. Majority of books have progress sheets with the years targets stuck in the back and these are used as our tool to record and share progress with children and parents. The teacher reviews targets with each child on a regular basis.
- We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

RECORDING

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning. (Please see appendix for list of assessments)
- On our planning sheets, we record each child's / groups progress and understanding of concepts taught, making sure that we make a note of what the child tells us about their understanding. In this way so we can take the needs of pupils into account when planning for the next lesson.
- All the information we have on a child's understanding and learning is recorded electronically into our classroom monitor system. Records need to be updated every 6 weeks for every subject
- We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn often reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

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. The first meeting is an information based evening in which we inform parents of our plans for the year and the curriculum areas being followed. This is held at the beginning of the new academic year. General ways in which parents can help will be made clear at this meeting. At the second and third meeting of the year (which we hold at the beginning of the spring term and beginning of the summer term), we review the targets that we have identified for their child and evaluate their child's progress as measured against the targets.
- Parents are emailed information about their child's learning through updated progress reports at the end of the Autumn term, and every half term after this. At the end of the Summer term a full report is given to parents with comments about all areas of learning.
- In reports for pupils in Year 2 and Year 6, we also provide details of the stages achieved in the National Curriculum tests.
- We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.
- Each year, every child completes various samples of work for his or her Golden Book. When the teacher has assessed the work, it is sent home for parents to see. This book, which is kept in the classroom, makes it easy for parents to see what progress their child is making

FEEDBACK TO PUPILS

- We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- We give children verbal feedback on their work whenever 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.
- 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 the 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 pupils 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 ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.
- 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.

(See Marking and Feedback Policy for further information)

MONITORING

We accept that the success of this policy can be based on its effect on assessment practices in school. Ultimately this comes down to the quality of planning and resulting consistency in teacher assessment. The aim of the pupil portfolios is to create a manageable yet clear focus for pupil assessment in a cumulative and meaningful way. This will be supplemented by discussions at staff meetings to examine the assessments of our children's work, including some moderation.

The Headteacher, together with the management team carry responsibility for monitoring the implementation of this policy

This policy has been written and reviewed by the Principal of the School Razina Karim

Date: February 2016

ASSESSMENT, RECORDING AND REPORTING TO PARENTS CALENDAR

	Autumn Term	Spring Term	Summer Term
Assessment	<ul style="list-style-type: none"> • Base line assessment for all Year 1 • Baseline assessment for all children new to the school • Pre teaching assessment for any unit taught in numeracy, grammar and science • End of unit progress tests in core subjects • Setting targets for literacy and numeracy • Individual reading assessments for key stage 1 • All information about the children's learning recorded in our Classroom monitor system for all subjects. Updated every 6 weeks 	<ul style="list-style-type: none"> • Pre teaching assessment for any unit taught in numeracy, grammar and science • End of unit progress tests in core subjects • End of term assessments for literacy and numeracy • Setting targets for literacy and numeracy 	<ul style="list-style-type: none"> • Pre teaching assessment for any unit taught in numeracy, grammar and science • End of unit progress tests in core subjects • End of year assessments for literacy, numeracy and science • Setting targets for literacy and numeracy • Individual reading assessments for all year 1 children, children new to the school and struggling readers • All subjects assessed and children staged according to National attainment targets. Information recorded in child profiles. (End of the year). Information shared in hand over meeting. • Progress reports for all children for literacy and numeracy completed and information shared in handover meeting.
Reporting to Parents	<ul style="list-style-type: none"> • Curriculum information session • End of term progress reports sent home 	<ul style="list-style-type: none"> • Parent / Teacher meetings • Updated progress reports sent home every half term 	<ul style="list-style-type: none"> • Parent / Teacher meetings • Updated progress report sent home at half term. • End of year reports sent home

Appendix – recording assessments information

- Baseline assessment – to do one per child for literacy and numeracy in year 1 and for any other child who is new to the school
- WAF – teacher s working and assessment folder – used by the teacher for recording information of daily literacy and numeracy teaching. Learning objectives and how well pupils are doing should be recorded in the folder
- WAF – recording any personal and social observations / problems for any child
- WAF – used for recording of targets set
- Marking – to be used effectively
- Work plan – individual to the child based on previous ability and attainment.
- Classroom monitor with personal profiles for each child to be updated for all subjects, every 6 weeks.
- Teacher evaluation of a lesson / a group of lessons
- Changes to teachers planning due to assessment of previous lessons
- General observation on both academic and personal and social issues
- Ongoing progress tests – pre, mid and at the end of teaching
- End of year written assessments
- Progress Reports – for progress tracking in literacy and numeracy strands - to be filled in once every six weeks
- Class reports – giving details about a child's progress and effort in all subjects – end of year
- Homework – may help teacher to see whether objectives taught in class have been understood