

# Date Valley School

Company number: 06845508 Registered Charity number: 1136298  
Mitcham Court, Cricket Green, Mitcham, Surrey, CR4 4LB  
Telephone: 0208 648 4647- Tel: 07980299717 Email: [managingdirector@dvst.org.uk](mailto:managingdirector@dvst.org.uk)



## **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 children to work hard and by encouraging teachers to focus on how to improve the learning of individual children”

“The core purpose of assessment is to move children 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 children 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 children 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 Chairperson with information that allows them to monitor the effectiveness of the school

### **PLANNING FOR ASSESSMENT**

- We use our school's long 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. We assess the children at their 'entry' point, 'mid learning' point and end point for all units in Maths, English 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 schemes of work produced by the DFE, using Hamilton Trust plans, White Rose Hub for Math Mastery and Rising Stars schemes of work for Science and Computing. 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
- Teachers always share the lesson's learning objectives and success criteria 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 children's responses to find out what they know, understand, 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
- Teachers update progress sheets with curriculum objectives for the relevant stage from Classroom Monitor (Online Assessment tool) alongside teaching on a weekly basis. This informs teacher assessment of pupils' tracking

## **TARGET SETTING**

- We set targets in English and Maths 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. Progress sheets are used 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 especially during parent teacher meetings

## **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 2 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 we can take the needs of children 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 end of the autumn 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 every term. At the end of the Summer term a full report is given to parents with comments about all areas of learning
- In reports for children in Year 2 and Year 6, we also provide details of the stages achieved in the Statutory Assessment Tests

## **FEEDBACK TO CHILDREN**

- We believe that feedback to children 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 children feedback which confirms they are on the right track and which encourages them to make an improvement. Teachers give children suggestions as guidance but they recognise that children 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. 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**

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

The following methods will be implemented to monitor the assessment of children:

- Weekly book scrutiny's by SLT
- Fortnightly observations of lessons
- Termly moderation of children's work in line with national expectations

This policy has been read and approved for Date Valley School, by the Headteacher and the Chair of Date Valley School Trust.

Date: May 2018

**ASSESSMENT, RECORDING AND REPORTING TO PARENTS CALENDAR**

	Autumn Term	Spring Term	Summer Term
Assessment	<ul style="list-style-type: none"> <li>• Base line assessment for all Year 1</li> <li>• Baseline assessment for all children new to the school</li> <li>• Pre-teaching assessment for any unit taught in Maths, English and Science</li> <li>• End of unit progress tests in core subjects</li> <li>• Setting targets for English and Maths</li> <li>• Individual reading assessments for Key Stage 1</li> <li>• All information about the children’s learning recorded in our Classroom Monitor system for all subjects. Updated every 6 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching assessment for any unit taught in Maths, English and Science</li> <li>• End of unit progress tests in core subjects</li> <li>• End of term assessments for English and Maths</li> <li>• Setting targets for English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching assessment for any unit taught in Maths, English and Science</li> <li>• End of unit progress tests in core subjects</li> <li>• End of year assessments for English, Maths and Science</li> <li>• Setting targets for English and Maths</li> <li>• Individual reading assessments for all Year 1 children, children new to the school and struggling readers</li> <li>• 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</li> <li>• Progress reports for all children for English and Maths completed and information shared in handover meeting</li> </ul>
Reporting to Parents	<ul style="list-style-type: none"> <li>• Curriculum information session</li> <li>• End of term progress reports sent home</li> </ul>	<ul style="list-style-type: none"> <li>• Parent / Teacher meetings</li> <li>• End of term progress reports sent home</li> </ul>	<ul style="list-style-type: none"> <li>• Parent / Teacher meetings</li> <li>• End of term progress reports sent home</li> <li>• End of year reports sent home</li> </ul>

**Appendix 2– Recording Assessment Information**

- Baseline assessment – to do one per child for Maths and English 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 English and Maths teaching. Learning objectives and how well children 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
- Progress sheets updated alongside new objectives taught
- 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 core 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 English and Maths strands
- 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