

Harborne Primary School

Assessment, Recording and Reporting Policy

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Introduction

There are two main purposes of assessment:

1. Assessment for Learning (formative assessment)
2. Assessment of Learning (summative assessment)

Assessment of Learning (AoL) summarises where learners are at a given time. Assessment for Learning (AfL) is any activity which informs the next steps to learning. AfL depends critically on using the information gained.

“If we are going to be sure all students have formed secure understanding, teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed and learned by any individual.”

Statement of Intent:

Our aim is: For pupils to become independent learners, who can identify their learning needs and have a variety of strategies to solve problems.

Our Assessment Aims:

- **Every child** knows how they are doing and understands what they need to do to improve and how they may get there.
- **Every teacher** is equipped to make reliable judgments about pupil attainment and will use these judgments to plan progressively. Moving pupils forward, especially those who are not fulfilling their potential.
- **The School** has structured, systematic assessment systems in place for making accurate assessments and tracking pupil progress.
- **Every parent and carer** knows how their child is doing, what they need to do to improve and how they can support their child and their child's learning.

Success for Everyone: Inclusion

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the skills, understanding and knowledge of the children. We strive to ensure that all tasks set are ambitious and appropriate to each child's level of ability. When planning, we personalise learning opportunities to meet the individual needs of all pupils including those with Special Educational Needs, Disability, English as an Additional Language and the Gifted and Talented.

We meet all statutory requirements related to inclusion: race, gender, disability and socio-economic needs.

Assessment for Learning

The key characteristics of AfL are:

- AfL is embedded in learning and teaching;

- AfL involves sharing learning goals with learners;
- AfL aims to help learners to know and to recognise the standards for which they are aiming;
- AfL involves learners in peer and self-assessment and talk for learning;
- AfL provides feedback which leads to learners recognising their next steps and how to take them;
- AfL revisits, revises and reflects on learning;
- AfL is underpinned by the confidence that every learner can improve;
- AfL involves both learner and teacher reviewing and reflecting on assessments.

Harborne Primary School is committed to:

- encouraging pupils to take responsibility and a conscientious attitude towards their own work and study;
- making use of formative and summative assessments to secure pupils' progress;
- using relevant data to monitor progress, set targets and plan subsequent lessons;
- having a secure understanding of how a range of factors inhibit pupils' ability to learn, and how best to overcome these;
- demonstrating an awareness of the physical, social and intellectual development of children and knowing how to adapt and support pupils' education at different stages of development;
- giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to feedback and understand how to improve.

(Taken from Teachers' Standards)

At Harborne Primary School we:

- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate consistently the positive attitudes, values and behaviour which are expected by pupils;
- promote a love of learning and children's intellectual curiosity.

(Taken from Teachers' Standards)

In our classrooms, you will see our teachers:

- sharing and devising Learning Objectives and discussing and agreeing Success Criteria with their pupils within lessons;
- providing regular opportunities for pupils to use peer and self-assessment strategies to consider the quality of their work;
- taking opportunities to teach pupils how they can most effectively assess their own and each others' work; giving their pupils opportunities to comment on how they feel they have performed against the Success Criteria;
- providing effective oral and written feedback;
- using Quality Marking for written tasks in English and other subjects as appropriate, identifying where pupils have and have not met their objectives;
- giving the children the opportunity to review their learning;
- using a range of work models as examples of successes and areas for improvement;
- checking children's understanding by using appropriately differentiated questions and recall tasks;
- using displays to support the learning process;
- having the confidence to adapt their planning and teaching at any time if the learning objective, based on assessment during the lesson, is not being fulfilled;
- using appropriate levels of differentiation to challenge all pupils;
- asking thought provoking, open-ended questions;
- observing children and discussing their learning with them;
- adapting support according to pupil need.

All of this information should inform future planning.

When planning for learning teachers will:

- set the Learning Objective and Success Criteria for differentiated learning opportunities;
- plan opportunities for peer and self-evaluation;
- select the key focus points for the learning and teaching outcomes, based on what the children need to achieve;

- design opportunities for the pupils to reflect on how they are progressing in their learning journey;
- discuss pupil progress with other adults;
- set curricular targets for individual and/or groups of children;
- use assessment to inform the future direction of learning.

Assessment for Learning takes place continuously.

Assessment of Learning

Recording:

- Pupil progress and attainment is assessed continuously, through observation, discussions with pupils and marking of work;
- Regular moderation and pupil progress discussions allow opportunities to validate judgements and plan interventions;
- Judgements against curricular statements are recorded on tracking software;
- Termly judgments are then made against the objectives that have been taught, stating whether a pupils is working at Age Related Expectations or not;
- ITPs and other suitable materials are used to track progress of SEND pupils working Below Age Related Expectations.

Statutory Assessments:

All statutory assessments are completed and reported to staff, parents, governors, the DfE and pupils, where appropriate. Outcomes and trends found are used to inform future practice.

Reporting to Parents:

Parents have the opportunity to discuss their children's attainment level, progress, general well-being and targets at termly meetings and in written reports. The children are involved in setting their own targets.

Feedback and Marking

Feedback and Marking:

- gives recognition and appropriate praise for achievements;
- gives clear strategies for improvements;

- is useful to children and manageable for teachers;
- can be verbal or written;
- relates directly to shared Learning Objectives, Success Criteria and on-going targets;
- involves all adults working with children or their peers;
- is given in a variety of formats (self, shared and paired marking all take place);
- specific time is given for children to read, reflect and respond to feedback;
- is used to inform future differentiation, planning and target setting.

School Codes are used for the secretarial features of marking. Colour highlighting is used to show successes and next steps of learning. Teachers may offer 'Reminder', 'Scaffolded' or 'Example' prompts and Gap Tasks to help children to meet success criteria and further embed their learning.

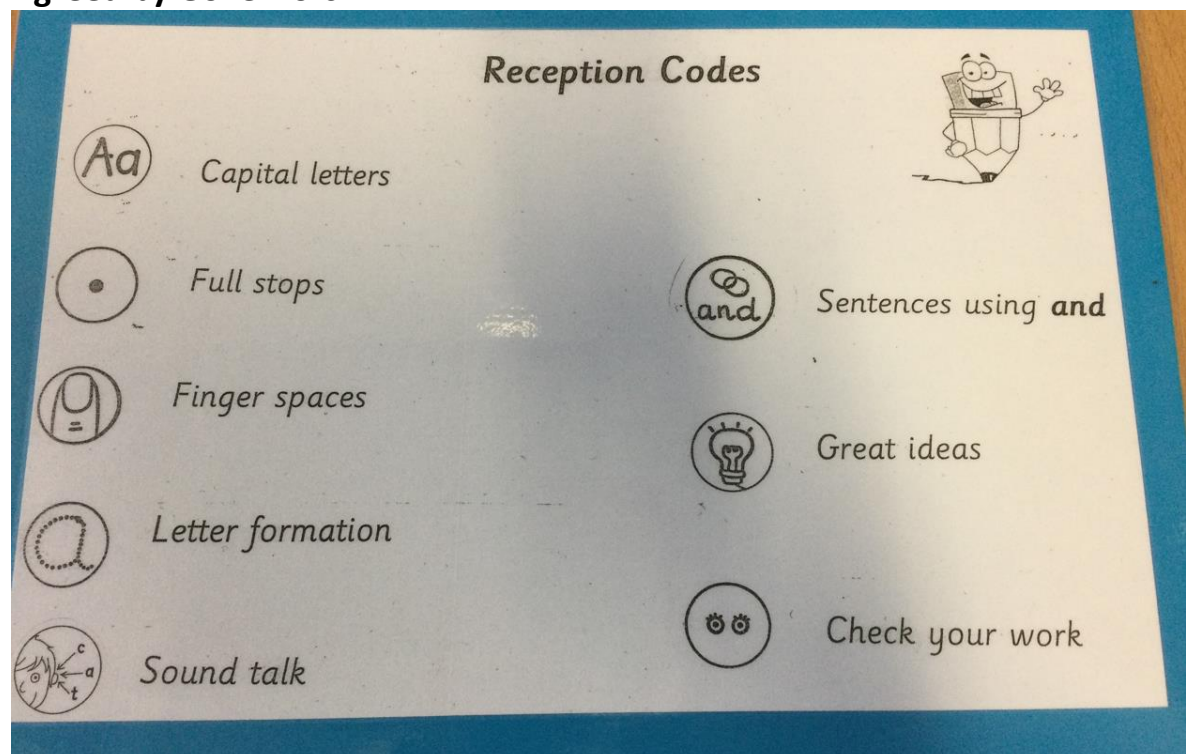
Policy Review

We are aware of the need to review the school Assessment, Recording and Reporting policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Reviewed by Assessment Faculty: October 2022

Discussed by Staff:

Agreed by Governors:



Y1 Codes



Aa Capital letters

• Full stops

I Personal pronoun

M Finger spaces

dog Ascenders and descenders

and Sentences using *and*

?! Question mark
Exclamation mark

sp Spelling

oo Check your work

Y2 Codes



,l Commas in lists

it's Apostrophes for contractions

's Apostrophe for belonging

o Coordination
Subordination

**Ad
-ly** -ly adverbs

2A 2 Adjectives

dog Joined writing

sp Spelling

oo Check your work

