

Planning, Assessment and Reporting Policy

Vision

Our aim is to create a framework in which planning, assessment, recording, reporting and feedback become an integral part of the teaching and learning process, understood and used by all in the school, as part of the schools commitment to continuous improvement in the quality of teaching and learning and to help raise the standards of achievement of all pupils as they flourish as members of the Christian community.

Access and entitlement

All children in the school will have work that is planned for them according to their needs and abilities, whatever their starting point. Appropriate feedback and assessment will help pupils to extend their learning and develop confidence in their own abilities.

Breadth and balance

The school will provide a broad, balanced, practical and relevant curriculum for all children, ensuring that assessment and feedback to individuals are integral to classroom practice.

Preparation for the future

We want all learners in school to be proud of their achievements, to reflect constructively on their own performance and the performance of others.

PLANNING

Planning and assessment are an integral part of the teaching and learning process. Effective planning helps us to:

- Make the best use of available time
- Appropriately challenge and support children of all abilities
- Involve support staff and adult helpers in the learning process
- Provide a broad, balanced, practical and meaningful curriculum for all children
- Move children on in their learning
- Make learning relevant
- Evaluate the effectiveness of the teaching programme, the progress made by individual children and amend accordingly

ASSESSMENT

Assessment is an integral and continuous part of teaching and learning. We want assessment to have a positive impact on children's confidence, motivation and self-esteem by enabling them, through discussion with their teacher, to identify their strengths and to agree individual and group targets, with the aim of promoting higher standards of achievement

We have identified 5 main purposes of assessment

Diagnostic - enabling learning difficulties to be identified and appropriate help given

Informative - providing information about individual strengths and weaknesses and about the effectiveness of planning, teaching and learning within the school

Evaluative - using assessment information to evaluate the effectiveness of the school's teaching programme

Formative - To provide information about the achievements of a child so that the next steps may be planned to meet the child's identified needs

Summative- To provide a snapshot of a child's overall achievements at one point in time

RECORDING

The purpose of recording in our school is to:

- Help identify pupil needs so planning can take this into account
- Help review progress
- Assist continuity and progression within and between classes and schools
- Form a basis for constructive dialogue between teachers, learning support assistants, families, children and other professionals
- Indicate the progress of each child across the curriculum
- Provide information on the future learning needs of children
- Assist in determining national curriculum levels

REPORTING

Reporting is organised in our school in a way that :

- Celebrates the achievements of the whole child
- Is in user friendly language
- Indicates targets for future development
- Promotes home/school partnership
- Promotes family involvement in the learning of pupils

FEEDBACK

Effective feedback is important in our school as it can help to:

- Value the efforts of learners
- Encourage and motivate
- Show the next steps for future learning
- Celebrate success
- Promote home/school dialogue
- Provide a consistency of approach throughout the school
- Involve pupils in the learning process
- Extend learning
- Clarify misconceptions

Strategies

All teachers and learning support assistants have a responsibility to assess, record and report the progress of children. Staff complete long, medium and short term plans. Teachers provide LSA's and adult helpers with relevant planning for the work they are expected to do with the children.

The Headteacher and Deputy Head will regularly monitor the quality of planning, assessment, recording and feedback.

Long term planning - Teachers will use the school curriculum maps, the national curriculum, alongside school and diocesan units of work, and recommended time allocations, where appropriate, when planning work for the year.

Medium term planning - Each teacher is given planning, preparation and assessment time each week in order to complete short and medium term planning and assessments. Plans are discussed by curriculum co-ordinators

and the Headteacher. Planning identifies learning objectives that relate to a programme of study and identifies broad assessment opportunities.

Short term planning - Planning for literacy and numeracy is completed on an agreed proforma and show differentiated activities. These activities will cover the needs of the higher achieving pupils, those of average ability and those requiring additional support of some kind. Specific learning objectives are identified from the planned activities and the assessment technique/strategy which will be used.

Information gained from ongoing assessments is used to inform the next cycle of short term planning. Medium term planning takes account of previous assessment information.

The school uses a variety of assessment techniques

- Observation whilst children are engaged in practical classroom activities - the learning objective should be clearly in mind when making such observations
- Discussion with groups/individuals during or shortly following an activity
- 'marking' - including marking in the normally accepted sense but also 'marking' alongside the child
- Use of short tests that are appropriately differentiated
- Monitoring of specific programmes of work
- Opportunities for children to review and reflect on their own progress
- The use of planned activities which enable children to demonstrate progress in knowledge, skills and understanding that has been a recent focus in teaching
- The use of standardised test administered in class
 - The NFER single word spelling test
 - The NFER group reading test

Consistency

All staff will have access to exemplification materials produced by Target Tracker and other relevant agencies, including national standards exemplified in SAT tasks and tests.

Staff regularly meet to scrutinise work in different subject areas.

Use of data

The school will continue to use end of Key Stage data to:

- Evaluate the effectiveness of the schools key stage planning for coverage, continuity and progression
- Evaluate any gender differences evident in the results
- Compare the school's performance against national standards and 'similar' schools
- Compare attainment in different subjects

Pupils entering and leaving school

The Early Years Foundation Stage teacher is responsible for the induction of new children and for liaising with pre-school groups.

When children move to another school, other than at the end of Key Stage 2, the teacher is responsible for completing the CTF (child transition form) which is forwarded to the new school with other appropriate records.

The Year 6 teacher will liaise with the relevant secondary schools and will attend meetings and provide data required.

Use of ICT

The use of ICT can be a valuable tool in extending the learning of children, and for measuring and analysing individual and cohort progress. The school is committed to using ICT in all areas of planning, assessment, recording, reporting and feedback.

Each year the school will use the Target Tracker software to assist in the monitoring and target setting process. The staff will meet regularly with the Head Teacher to complete on-going assessments and review progress.

Early Years Foundation Stage Profile

Completed Foundation Stage Profile assessments take place in the summer term of the foundation year. On entry data is submitted before October 16th. The school will continue to use the EYFS profiles to gain valuable information about the children's early skills on entry to school.

Children's involvement in the assessment process

As far as possible children's work is marked while the child is present. This enables discussion about strengths, weaknesses and future learning targets.

Opportunities are provided for children to begin to evaluate their own work. For example children might be encouraged to compare the work of one term with another and reflect on their own progress.

Increasing opportunities and encouragement are provided, as children move through the school, for them to identify their own future learning needs e.g. through encouraging awareness of the reasons (the learning objectives) for undertaking particular activities.

Reporting

Parental, family and carer involvement in the learning process is actively encouraged. Parents are informed of what we intend to do each term on the school website, which also includes ways in which they can help.

At parent consultation evenings, parents are to be given a copy of their child's targets. These targets can be a useful starting point for school/home dialogue. Written reports are given to parents twice each year, in February and in July.

Homework activities should seek to reinforce and extend learning that has occurred at school. Parental comments are valued and encouraged and the school will respond appropriately to parental concerns that may arise.

It is the responsibility of the class teacher to complete reports by the dates outlined by the Headteacher. It is the responsibility of the administrative staff to ensure that reports are copied and relevant additional copies sent out to family members not living at home.

Effective feedback

Much feedback in our school will be oral and immediate.

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Staff need to distinguish whether they are marking for correction or marking to help identify learning needs. Both are acceptable strategies.

It is important that the schools marking code is known by staff and pupils and is used consistently across the school. Attached to this policy is the school's agreed code for marking.