

# **NORTHWICK PARK PRIMARY AND NURSERY ACADEMY**

## **ASSESSMENT, REPORTING AND RECORDING POLICY**

At Northwick Park Primary and Nursery Academy, we believe that assessment provides the framework in which educational objectives and children's progress can be charted and developed. Assessment ensures the continuity of the educational experience for pupils, and is the means by which we glean the information necessary in order to meet the needs of each child.

Assessment is:

Formative – so the positive achievements of a pupil may be recognised and discussed and appropriate next steps planned.

Diagnostic – through recognising and identifying children's difficulties, appropriate remedial help and guidance can be provided.

Summative – for the recording of overall achievements of pupils in a systematic way.

Evaluative – by means of which some aspect of the work of the school/LEA or other discrete part of the education system can be assessed and reported on.

### **Planning and Teaching**

Considered, flexible planning is essential if assessments are to be used to inform future learning opportunities. Teachers plan collaboratively in year groups in order to ensure coverage of the objectives. Teachers base their own short term plans on these.

Teachers evaluate/assess the progress of the children they are working with in group activities and how the class achieved objectives as a whole. These assessments and evaluations are used to adapt future planning and identify where additional support may be necessary.

Subject leaders are available to attend planning meetings or offer guidance at teachers' request.

## **Learning Objectives and Success Criteria**

Throughout the school, children are made explicitly aware of the skills they are learning and how they will be successful in their lessons. This strategy of using learning objectives and success criteria is intended to make children focus on the wider purpose of a task, encourage their involvement in assessing and comment upon their own learning.

Success criteria are often generated with the children, depending on the subject and content. Plenary sessions and mini-plenaries within lessons are used to focus learning and encourage the children to self-assess their steps forward through use of success criteria.

## **Tracking**

Each term, levels in reading, writing, SPAG and mathematics are recorded in the folder in Mrs Bradley's office and transferred onto Target Tracker. The HT/DHT and Subject Leaders are responsible for identifying trends in year groups and cohorts and putting in place intervention strategies as required.

## **Assessments Conducted in Foundation Stage**

Assessments in foundation stage are ongoing and continuous. Every child has a learning journey comprising of observations, assessments and photographs describing their time in foundation stage at Northwick Park.

Nursery: Within 6 weeks of starting at Northwick Nursery the child's key person will complete on entry assessments using development matters. This may follow on from day-care and preschool assessments or if the child is new it will be their first formal assessment. Throughout the year planning will reflect areas of the development matters and there will then be exit assessments of development matters to show the child's progress during their nursery year.

Reception: The nursery exit assessments become receptions entry data and for any child who has not attended Northwick Nursery development matters will be completed within 4 weeks. These are then completed at the end of every term and the data will be entered on target tracker. In June the foundation stage profile will be completed for every child and this will assess whether the pupil is emerging, expected or exceeding the foundation stage early learning goals. This data is reported to the government and to parents and will become the basis for planning the pupils transition into year one.

## Assessments in English – Key Stages 1 and 2

### Reading

Assessments in reading take a range of forms. In Key Stage 1, children are heard to read individually by their class teacher or trained LSA. Notes on children's progress and next steps are made in the class Reading Record. Parents are also encouraged to assess children's learning through correspondence with the class teacher via the Reading Diary. Children follow the 'Read, Write Inc' teaching scheme in differentiated ability groups and progress is assessed through this programme.

Individual reading continues into year 3, after this time, only children who are identified on a 'Flag List' as failing to reach the expected level for their age, or who are not on track for two levels progress are heard to read individually. Children who have SEN in English continue to have individual reading sessions or an appropriate intervention e.g. BRP.

Children also participate in guided reading sessions, under the direction of a class teacher or learning support assistant. During these sessions, staff make careful notes about progress and next steps for groups which are recorded in their English assessment files.

During shared reading or when reading during other curriculum subject lessons, informal 'sticker' assessments are filled in these are used to record any particular issues that may occur for a child during a whole class lesson. At times, class teachers may direct their LSA to make sticker assessments on particular pupils, or groups of pupils.

At Northwick Park Primary Academy we also dedicate an additional half hour session to English skills per day. When children are working on their class novel reading comprehension sessions, sticker assessments are made, as is appropriate.

To ensure consistency in assessing levels in reading, Mrs Brooks undertakes a standardised reading assessment with all the children in KS 1 at least twice per year.

Children in KS 2 also undertake a 'reading age' test as this helps identify children for intervention programmes.

All children undertake formal assessments in reading three times per year, these tests are used to underpin teacher assessment in reading.

There are several reading intervention programmes currently running in school e.g. Fischer Family Trust, BRP. When administering these programmes, assessment and record keeping is the responsibility of the member of staff administering the programme. In cases where the person teaching the scheme is an LSA, the class teacher is responsible for overseeing the assessments. Children who are to participate in these schemes are identified by the HT/DHT/SENCo or Subject Leader.

## **Writing**

Children are taught writing through a range of strategies. Teachers assess progress in guided writing through use of the group assessment sheets in writing. These sheets identify progress against the learning objective and identify next steps for groups of children.

### Writing Progress Books

Each child has a book for writing which starts in Nursery and continues through to Year 6. Every half term, independent writing tasks are completed. On occasions the subject-leader sets the content of these structured writing assessments, so all pupils complete the same tasks. Teachers use APP forms to award a curriculum level to each pupil and fill in their APP form at the front of each pupil's book. NC overview sheets are used at the end of Years 2 and 6. When staff do this, they take into account attainment in writing lessons in a broader sense than just 'levelling' a piece of work. To ensure consistency, standardisation meetings take place between colleagues (pairing of staff decided by the subject leader) and then the subject leader 'samples' levels awarded.

For reference, there is a 'Writing Moderation' file in the PPA room which contains a number of moderated writing examples.

Children are encouraged to use their writing targets to assess their own learning and opportunities for peer marking and feedback are built into planning. Curriculum targets appropriate to the age and level of pupils are displayed in each class. Targets are assessed throughout the term and progress against targets is reported to subject leaders at the end of each term.

## **Spoken Language**

Spoken language skills are assessed via the group activity records. Next steps for each group are identified.

Sticker assessments are also made to assess progress.

## **Phonics/Spelling**

In the Foundation Stage children begin the Read, Write Inc. programme. This progressive programme continues throughout Key Stage 1 in differentiated sets based on the assessment data that is gathered.

In Foundation Stage, children will join the programme in their first full time week in school and progress through the 'speed sounds' part of the program, learning the initial sounds and most common digraphs. After this six week period all children will be assessed using the format provided by the programme and then be sorted into differentiated sets according to their understanding demonstrated. Teacher observation and knowledge of the child is also taken into consideration when

grouping the children. The children will then be assessed at least termly and groups altered accordingly.

Within Key Stage 1 children are assessed in preparation for the new school year and split into differentiated groups. The children will then all be reassessed at the end of the autumn first half term and re grouped as needed. Assessments will then be carried out on all children at least termly and groups altered accordingly.

The Read, Write Inc. programme is completely fluid and children are assessed when the adult leading the group feels that they have made good progress within that stage.

Once the children are at the suggested level to leave the Read, Write Inc. programme they transfer into a NC English set and follow the assessment policy for Reading and Writing.

Within Read, Write Inc. children will be given spelling lists related to the books they are currently reading and will be given a weekly practise/actual spelling test within the session. These relate to the National Curriculum lists.

Once they leave the Read, Write Inc. programme the children enter the Read, Write Inc. Spelling program and spelling patterns and lists, at an age appropriate level, are sent home with the children. Pupils participate in fortnightly spelling tests.

### **Spelling, Punctuation and Grammar**

The subject leader sets whole year group tests in GPS four times per year (twice in the autumn term). Teachers assess GPS as part of their in-class group assessments, alongside other areas of the English Curriculum.

### **Assessment in mathematics – Key Stages 1 and 2**

Assessments are an ongoing part of our mathematics teaching and AfL is built into our daily lessons. Sticker assessments, LSA evaluations (green and pink post it notes) and daily evaluations are used to impact on future planning and provide evidence as to the allocation of Mathematics top up support, provided by LSAs out of the maths lesson.

During Foundation Stage and the first term of Year 1 children are assessed in the three areas of Mathematics using the Foundation Stage points, unless they are working at national Curriculum levels. In Year 1 and 2 sticker assessments and evaluations are used to inform teacher assessments using the Maths APP grids. All children from Year 2 onwards undertake formal assessments in Mathematics three times per year and these tests are used to underpin teacher assessments.

Children who are failing to reach the expected level for their age, or who are not on track to make two levels progress are identified on a 'flag' list and this is updated each term. It is then the responsibility of the HT/DHT/SENCO or Subject leader to consider what intervention programmes or support is then required.

There are several maths intervention programmes currently running in school e.g. Numbers Count, RM Maths. Assessment and record keeping is the responsibility of the member of staff administering the programmes. In cases where the person teaching the scheme is an LSA, the Maths Subject Leader is responsible for overseeing the assessments. Children who are to participate in these schemes are identified by the HT/DHT/SENCo or Subject Leader.

### **Assessment in Science – Key Stages 1 and 2**

Science assessments are carried out via evaluation on weekly lesson plans and through an assessment at the end of each unit of work by class teachers. The end of unit assessments take the form of a test combined with evidence in books and from teacher's discussions with pupils and pupil self- assessment, supported by examples from the Assessing progress in science documents and the QCA level descriptors, and a judgement of greater than, equal to or less than expected progress is made. This is recorded on a class sheet and supplied to the subject leader for tracking and monitoring purposes.

### **Assessment in Computing**

At Northwick Park Primary Academy, our discrete computing sessions are taught by class teachers and followed up in a second session with computing specialist LSA. Assessment is an ongoing part of the computing teaching and AfL is built into our computing sessions. In addition to this on going assessment and planning cycle, at the end of each unit, teacher's carry out an assessment which is recorded and tracked by the computing SL based upon observations and work produced during the unit. This assessment is made against the objectives set for the unit. Teacher will also make assessment judgements through observations made when computing is used to support the teaching and learning in other areas of the curriculum.

### **Assessment in Foundation Subjects**

Assessments are carried out by evaluations on weekly lesson plans and at the end of each unit of work teachers make an informal assessment of pupils' progress. Those achieving above and below expectations are identified and this is recorded in the file in Mrs Bradley's office. Subject Leaders are responsible for identifying trends in year groups and cohorts and after discussion with the HT and DHT, putting in place intervention strategies that may be required.

## **Personal Profiles**

Class teachers keep personal profiles in which teachers may record informal assessments and observations on any information which may affect the child's academic progress or social behaviour. These are updated termly.

## **Reporting Arrangements**

Provision Maps are completed for each pupil each term. These are shared with parents/carers.

Comprehensive reports are prepared each year and sent out to parents in the spring term. These provide information on children's progress in each of the National Curriculum areas. In addition, a summary sheet is sent out to parents in July, giving details of the National Curriculum levels attained and general information regarding a child's attitude and behaviour.

Parent consultation sessions are held twice per year in order to discuss progress. In the third term, parents are invited in to view work. They are given an opportunity to discuss the child's levels of achievement on request.

At the end of each year, the curriculum record sheets (stored in the office) are completed and signed. A copy of the child's report should also be included.

Review are held for all children who have SEN (see SEN Policy). Parents who have a child with a Statement of Special Educational Needs are invited to attend an Annual Review Meeting.

## **SATs**

In years two and six, SATs are carried out in line with legal requirements. It is the responsibility of the headteacher to report on SATs results.

## **Monitoring**

Monitoring of assessment, recording and reporting is the responsibility of the headteacher, deputy headteachers and subject leaders.

## **Review**

Review of this policy will be ongoing and will form part of the review cycle to be reviewed at least every three years.

This policy was reviewed in 2014.

