



Dial Park Primary School Assessment, Recording and Reporting Policy

At Dial Park Primary School we are committed to providing an education that is inclusive for all, where all children can achieve. The progress and achievements of all children are monitored continually throughout the school year. The information we gather is used to inform our teaching practice and create targets to accelerate progress and raise attainment.

We **assess** children's progress and attainment against the standards set down in the National Curriculum 2014 and the Early Learning Goals 2020. We use a range of strategies to achieve this, which informs us of the next steps in a child's learning. Effective assessment enables us to judge the standard of teaching and ensures that there is continual progression for all children from the beginning to the end of their school journey.

We **record** assessments in a variety of ways to keep a track of all children's achievements. This is completed on a termly basis for Reading, Writing and Mathematics, and at the end of the year for all other subjects. We also record children's prior attainment in order to ensure that progress is continual as well as provide information to direct extra support, such as interventions, where and when appropriate.

Our records then enable us to **report** on the progress and achievements children have made. We use this information to write written reports to parents/carers at the end of the year. These reports and assessments are passed onto the following teacher in order to create a smooth transition between academic years. We provide verbal reports during parent's evenings, where parents/carers can discuss their child's progress with the class teacher. This enables us to celebrate successes and identify next steps in their child's learning.

The following procedures enable us achieve the aims above:

Summative Assessments:

- Statutory Development Check of children between the ages of two and three.
- Statutory Reception Baseline and end of year assessments.
- Statutory Early Years Foundation Stage Profile. (EYFSP).
- Phonics Screening check in Year One.
- Statutory Assessment Tests (SATs) at the end of Key Stage 1. (Year 2)
- Statutory teacher assessments at the end of KS1 and KS2 for Reading, Writing, Mathematics and Science.
- Phonics Screening Test in Year 2 (for children who did not pass in Year 1).
- Termly Assessment Tests for years 1 – 6 used to inform our teacher Assessments.
- Year 4 Multiplication Tables Check (MTC).
- Statutory Assessment Tests (SATs) at the end of Key Stage 2 (Year 6).

Formative Assessments:

- Targeted questions and discussions.
- Observations.
- Written feedback (see marking and feedback)
- Verbal feedback to a group of children or individually.
- "Learning by Questions" reports.
- "Kahoot" (online quizzing) percentage accuracy scores.

- Weekly tests, such as spellings and arithmetic.
- Self-assessment and peer assessment.
- “Response Time” where children review and improve their work.
- Knowledge organisers and progression maps.

Recording

- Termly Venn diagrams which provide attainment and contextual information.
- Termly “Cohort Reports” which provide an assessment overview of attainment and progress.
- Assessments are recorded termly onto SIMS for Reading, Writing and Maths.
- Assessments are recorded onto SIMS in the summer term for all other subjects.

Reporting

- All statutory assessments, such as Phonics Screening and SATs, are reported to the Local Authority and/or the Department for Education.
- Written reports are provided for parents/carers at the end of the academic year.
- Parent/Carer Consultation evenings are held at the start of the Spring term.
- Whole school assessment information is also shared with the Governing body.
- Teachers participate in Pupil Progress meetings termly with the Intervention lead, SENDCo and Head teacher to celebrate successes and identify children who require extra support.

Marking and Feedback

Further to our commitment to raising standards and accelerating progress for all children, we consider marking a feedback as a key tool to achieve this. It enables teachers to assess, evaluate and plan next steps in children's learning continually. (Formative Assessment). It is also an opportunity for children to respond to the marking, and take the next steps in their learning. Children's books are also a public record of teaching and learning to be shared with parents/carers.

The following procedures enable us to achieve this:

- Teachers and support staff conduct “live” marking (where possible) as the lesson is taking place in order to address misconceptions at the point of error.
- Whole class feedback for writing is built up over the writing process including, celebrations and praise, misconceptions and errors, spelling, punctuation and grammar, handwriting and presentation. This is displayed publically at front of class to support children learning. (See appendix).
- Children are provided with regular opportunities to respond to errors in their work using a green pen.
- In KS1 children write with a pencil to rehearse and perfect their letter formation and develop their cursive writing. In KS2, in consultation with the teacher, children can choose to use a blue pen from a selection available in the classroom. Children and teachers should be in agreement that the choice of writing tool is the most appropriate in order for them to produce legible, well presented and cursive handwriting. (Pen licenses are no longer required).

- Learning objectives are derived from the Early Learning Goals/ National Curriculum to track attainment and progress.
- Learning objectives are highlighted green where the objective is met and yellow where the objective is not met.
- In maths teachers can indicate practical equipment used to support children's learning.

This policy was written July 2021 and will be reviewed in July 2022

Appendix

Whole class feedback (Writing)

Work to praise and share	Misconceptions and errors
Spelling, <u>punctuation</u> and grammar	Handwriting and presentation

Venn Diagram (Attainment and Context)

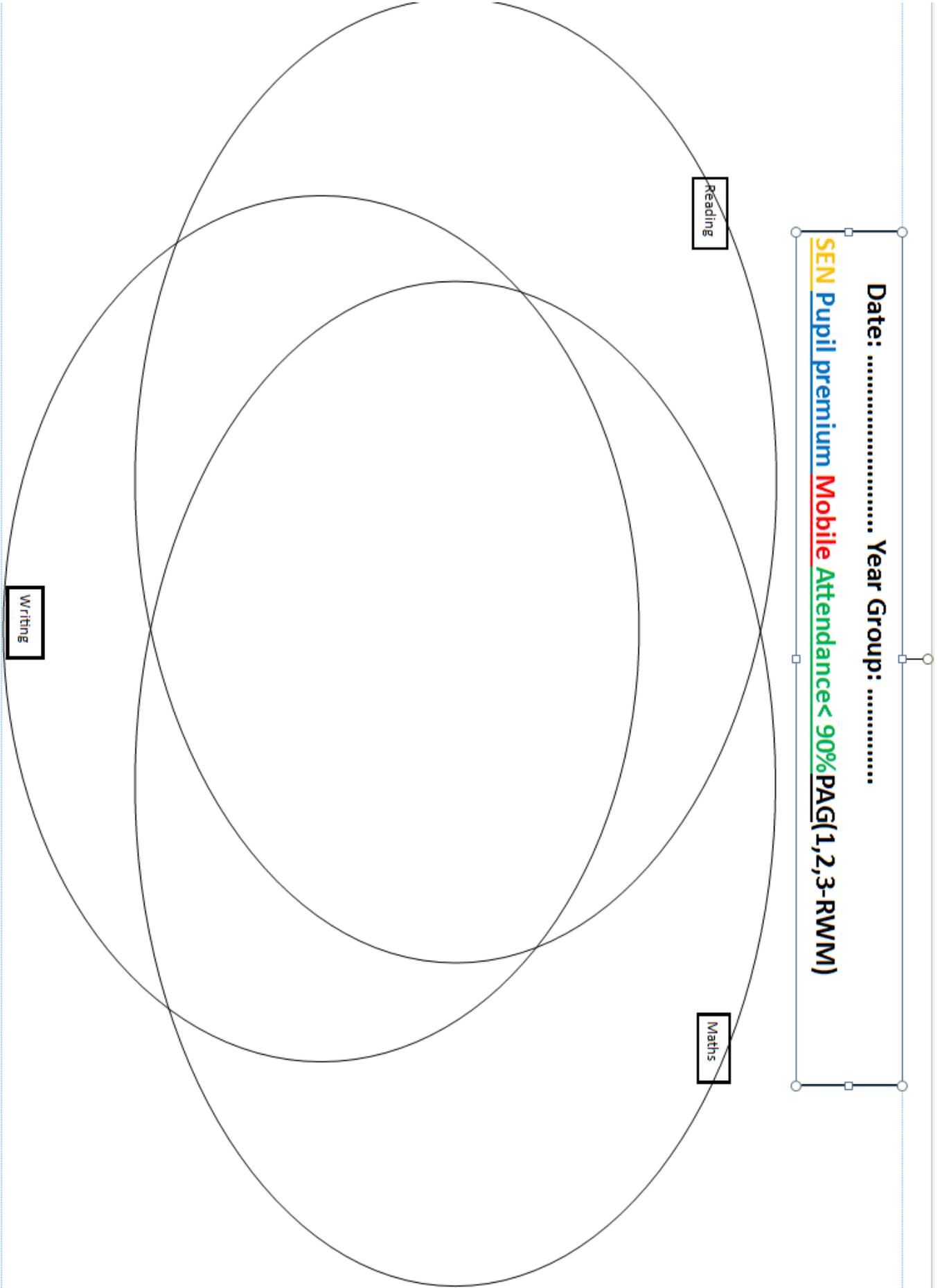
Date: Year Group:

SEN Pupil premium Mobile Attendance < 90% PAG(1,2,3-RWM)

Reading

Maths

Writing



Cohort Report (Progress and Overview)

Cohort Report

Date.....



		Progress Projections 2018-19			Cohort	43	Attainment 2018-19		
Reading progress		D	S		M		RWM combined		
Y1	PAG 1						Reading Attainment		
	PAG 2						D	S	M
	PAG 3								
Writing progress		D	S		M				
Y1	PAG 1						0%	0%	0%
	PAG 2						Writing Attainment		
	PAG 3						D	S	M
Maths progress		D	S		M				
Y1	PAG 1						0%	0%	0%
	PAG 2						Maths Attainment		
	PAG 3						D	S	M
		Good progress							
		Accelerated progress					0%	0%	0%

Actions for interventions/extra support in class: