



# **ASSESSMENT PRINCIPLES, RECORD KEEPING AND REPORTING POLICY**

## **ASSESSMENT PRINCIPLES:**

- ❖ Raeburn has a meaningful tracking system, to track pupil progress towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- ❖ We provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- ❖ We differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and for those who are excelling.
- ❖ At Raeburn, our assessment systems are reliable, rigorous and give the best outcomes for all pupils.
- ❖ Our assessment and tracking systems are closely linked to improving the quality of teaching and learning.
- ❖ Feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- ❖ Senior leaders and Teachers produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- ❖ Our assessment system has been created through consultation with other schools, school leaders and external agencies.

## **OVERVIEW**

Raeburn Primary School has rigorous strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It is the basis for passing on information from one stage to the next to make transition smooth. It is used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners are involved in the assessment, record keeping and reporting strategy at appropriate points.

## **OBJECTIVES**

1. To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To record learners' personal and social progress and achievements.
4. To be the basis of feedback to both the teachers and the learners; helping them set individual targets for improvement and inform planning.
5. To ensure efficient and effective continuity and progression of learning across the school.
6. To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
7. To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
8. To assist in the diagnosis and identification of individual and special needs/G&T.
9. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
10. To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

## **STRATEGIES**

1. Learners' work is regularly monitored, evaluated and reviewed. They are given clear feedback about their strengths and areas for development.
2. Staff discuss learners' work with them and they are informed about their progress and achievement. Fair and realistic targets for improvement are agreed.
3. Recording is of a positive nature and celebrates the achievements and progress made by learners.
4. Records are clear, kept simple and easy to understand.
5. Records include all statutory information.
6. Teachers involve children and parents in assessment and recording as appropriate.
7. Termly assessments are updated by staff and a rigorous data analysis is carried out termly by both the Headteacher and Subject Adviser in core subjects to ensure continuity and progression.
8. Continuous use of AFL strategies and Target Tracker informs short term planning in the core subjects.
9. Reports meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas.

- 10. Marking further informs pupils of their targets (see Marking Policy).
- 11. Target Tracker will be used in tracking and analysing data at the end of every term.

In line with the National Curriculum 2014, we will ensure that all pupils are assessed using the NC band statements. Assessments will take into account all aspects of a child's work, including marking, verbal, practical, testing and recording tasks. The criteria for making a judgement, is against the Key Performance Indicators and statements of the Year group the child is in:

- B Beginning to work on year band statements**
- B+ Beginning to achieve some year band statements**
- W Achieved all taught KPIs plus some of the other taught statements (70%+)**
- W+ Achieved all KPIs taught plus most of the other objectives (90% in total)**
- S Achieved all KPIs plus 90% of other objectives. Beginning to show elements of greater depth statements**
- S+ All KPIs and 90% of statements. Achieving some of the greater depth statements.**

**The expected standard is W+ by the end of the year and S is the higher end of the expected standard.**

**OUTCOMES**

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy and reporting policy.

The following table explains how Assessment works at Raeburn Primary school for each individual subject:

ENGLISH READING	Guided reading assessment sheets linked to NC2014, are used for groups of children within each class. Reading assessment statements are also completed on Target Tracker every half term for all children to assess their comprehension. A judgement is then made each term on where a child attains within their band. This judgement is closely monitored in termly data meetings and each child is tracked individually. These results are put onto Target Tracker where SLT collate a full data analysis each term. Pupils are given reading comprehension tasks each half term to assess their comprehension skills.
ENGLISH WRITING  SPELLING	Writing assessment statements, linked to NC2014 are used for all children to assess their writing. Each half term, objectives are highlighted on Target Tracker and a judgement is made once a term, by looking at writing across all curriculum areas. This judgement is closely monitored in termly data meetings and each child is tracked individually. These results are then put onto Target Tracker where SLT collate a full data analysis each term. Pupils are given written tasks each term to inform judgements to assess their writing skills. Pupils are given a Single Word Spelling Test at the beginning and end of each year which gives a spelling age and standardised score. They also complete a spelling test each half term to assess their progress.
MATHS	Maths band statements are completed for each pupil on Target Tracker, each half term. These are highlighted and a judgement is made each term by looking at all areas of Maths. This judgement is closely monitored in termly data meetings and each child is tracked individually. These results are put onto Target Tracker where SLT collate a full data analysis each term. Pupils are given pre and post tasks each term to assess their Maths skills as well as half termly written assessments. A white rose written test is completed once a term. Weekly Maths memory joggers are used and evidenced

	in books to show progression of fluency and arithmetic skills.
SCIENCE	Staff use the NC2014 Statements to assess pupils scientific knowledge. Pupils will be given tasks with verbal and written questions to enable teachers to assess pupil knowledge against the bands. A judgement is then made at the end of every term. This judgement is closely monitored in termly data meetings and each child is tracked individually. These results are then put onto Target Tracker where SLT collate a full data analysis each term.
Music, Computing, D + T, Art, P.E, R.E, PSHE, History, Geography and MFL.	Foundation subjects are assessed on Target Tracker against the NC2014 objectives. Judgements are made each term on Target Tracker and staff assess each topic taught using school assessment sheets linked to NC2014. This judgement is closely monitored by subject leaders and the results are then collated and analysed by subject leaders and a full data analysis is shared with staff in a staff meeting.
NON-VERBAL REASONING TESTS	Non-Verbal Reasoning tests are taken in Year 3 in November
VERBAL REASONING TESTS	Non-Verbal Reasoning and Verbal Reasoning tests are taken in Year 5 in May.
PHONICS SCREENING	This test is taken by all Year 1 children in June.
KS1 SATs	SATs are taken by all Year 2 children in May. These are to assess Reading, Writing, Spelling, Punctuation and Grammar and Maths.
KS2 SATs	SATs are taken by all Year 6 children in May. These are to assess Reading, Writing, Spelling, Punctuation and Grammar and Maths.
TARGET TRACKER ASSESSMENTS-ALL SUBJECTS	All teachers highlight statements on Target Tracker each half term based on the topics/objectives taught. Highlighted colours: Black-not taught Red-Working towards the statement Blue-Achieved the statement Gold- Working at greater depth within the statement

All teachers keep an assessment file which includes: termly progress trackers from Target Tracker, SEN support plans, intervention trackers, pupil premium provision sheets, vulnerable trackers.

Keep up catch up grids are completed at the end of every term to monitor all pupils to ensure they are on track to achieve ARE.

#### Key Stage One valid Teacher Assessments 2018/19.

The table below shows how the new assessments will be reported and how they link into our Assessment system at Raeburn.

	READING	WRITING	MATHS	SCIENCE
High Attaining	GDS (Working at greater depth) <b>Secure +</b>			<b>N/A</b>
Expected Standard	EXS (Working at the expected standard) <b>Within +/-Secure</b>			
Lower attaining	WTS (Working towards the expected standard) <b>Beginner, Beginner +, Within.</b>			HNM (Has not met the expected standard) <b>Beginner, Beginner +, Within, Band below.</b>
	PKF(Foundations for the expected standard) <b>(Band below)</b>			
	BLW with P-Scales(below the standard of the key stage) <b>(Below NC/ELG-P scales)</b>			

Other values	A/D Absent or Disapplied
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Key Stage Two valid Teacher Assessments 2018/19.

The table below shows how the new assessments will be reported and how they link into our Assessment system at Raeburn.

	WRITING	READING	MATHS	SCIENCE	
High Attaining	GDS (Working at greater depth) <b>Secure +</b>	N/A	N/A	N/A	
Expected Standard	<b>EXS</b> (Working at the expected standard) <b>Within +/Secure</b>				
Lower attaining	WTS (Working towards the expected standard) <b>Beginner, Beginner +, Within.</b>	<b>HNM</b> (Has not met the expected standard) <b>Beginner, Beginner +, Within.</b>		<b>HNM</b> (Has not met the expected standard) <b>Beginner, Beginner +, Within, Band below.</b>	
	<b>PKG</b> (pre-key stage growing development) <b>(Band below Within +)</b>				
	<b>PKE</b> (pre-key stage early development) <b>(Band below Beginner, Beginner + Within)</b>				
	<b>PKF</b> (pre-key stage foundation) <b>(F2- ELG)</b>				
	<b>BLW with P-Scales</b> (below the standard of the key stage) <b>(Below NC-P scales)</b>				
Other values	<b>A</b> Absent	<b>D</b> Disapplied	<b>L</b> Left	<b>F</b> Future	<b>P</b> Past