



## **2. Education**

### **2.4 ASSESSMENT AND REPORTING FOR LEARNING POLICY**

#### **Introduction**

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Rose Hill Westonbirt School.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

The word assessment comes from the Latin 'assidere', to sit beside. This gives a valuable guide to the concept of assessment as a partnership between child and teacher. It also stresses the individual nature of assessment as opposed to whole class tests. By concentrating on the individual the opportunity is taken to ensure that children experience success and can thereby build on the self-esteem and motivation of every child. This is not a 'stand alone' policy but part of an integrated package along with those on marking, reporting, record keeping and differentiation. Unless assessment is seen as an integral part of the teaching process it can easily become an appendage utilising only a fraction of the benefits to be gained.

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement, and raising attainment.

#### **Definitions**

##### **Assessment of learning**

- Assessment **of** learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage.

##### **Assessment for learning**

- Assessment **for** learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. Effective ongoing day to day assessments would include effective questioning; observations of children during teaching and while they are working; holding discussions with children; analysing work and reporting to children; conducting tests and giving quick feedback and engaging children in the assessment process.



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- The Assessment Reform Group (ARG) provide a helpful definition in 'Research-based principles to guide classroom practice' (2002): "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

### **Aims and Objectives**

- to support learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to enable teachers to identify the needs of each child including additional support if required;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide a method of monitoring and developing the curriculum;
- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
- to evaluate the success of the teaching;
- to provide meaningful communication between school and parents, that provides them with information about their child's achievements and progress, on a regular basis;
- to provide the Head Teacher with information that allows judgements about the effectiveness of the school;
- to 'close the gap' between pupils between potential and actual performance.

### **Principles of Assessment:**

In order to satisfy the above aims, the school policy is based on:

- formal assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;
- a shared understanding between children and teachers of the criteria which will be used in the assessment of learning;
- children being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- teachers using the results of their assessment to set work which challenges and stretches their children;
- effective planning for teaching and learning which recognises the full range of achievements of all children by focusing on how children learn;
- recognising assessment as central to classroom practice;
- assessment being regarded as a key professional skill for teachers;
- sensitive and constructive practices because any assessment has an emotional impact;
- taking account of the importance of learner motivation;
- promoting commitment to learning goals and a shared understanding of the criteria by which children will be assessed;



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- providing constructive guidance for children about how to improve;
- developing the children's capacity for self assessment and recognising their next steps and how to take them;
- formative assessment activities will be emphasised as part of school routine; summative' activities will be kept to a minimum including statutory requirements.

### **Planning for Assessment**

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

We take into consideration the National Literacy Strategy, National Numeracy Strategy and the national schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

It is the policy of the school to ensure that children's work is assessed accurately, in relation to, the attainment targets in the National Curriculum subjects. All assessments should, therefore, give a clear and reasoned illustration of a teacher's decisions about the overall level in an attainment target. Teachers will need to review work done in a variety of contexts and across a range of different types of activity. It is unlikely therefore, that a statement of attainment will be reached during one piece of work.

Where children's achievements have been demonstrated through discussion and other forms of oral work, practical study and other ephemeral or less tangible activity, teachers' notes will be important evidence of attainment.

Some questions to ask when making an assessment are:

1. What attainments are illustrated in this evidence?  
Why does it illustrate this level and not the level above and below?
2. When I made this judgement, what other knowledge did I bring to bear:
  - about the child (e.g. observations or discussions at this time on in other contexts which were used in making the assessment)?
  - about the task?
  - on how it was presented to the child, how it was interpreted by the child, whether children formulated their own questions, worked together and used reference materials?



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### **Assessment Procedure**

Assessed work is kept in children's exercise books and folders. Formal assessment tests and exams are kept in children's files.

Assessments continue each term ensuring that all areas of each attainment target taught are covered and assessed. Results of weekly spelling tests and other subject tests are covered and assessed.

Photographic evidence may also be used and should be both dated and kept in the child's file. If it is a whole class activity, the photo should be placed in the school photo record album.

### **Target setting**

We regularly review the progress of each child and set revised targets. We encourage the children to set targets that are linked to their individual working habits. The teacher and child review these on a regular basis. We ask our older children to review their targets with fellow children, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

### **Recording**

The purpose of our recording is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum. It should:

- regularly update information to reflect current achievements;
- show the strengths and achievements of each child;
- show the targets for each child.

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. On our planning sheets we record only those children who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these children into account when planning for the next lesson.

Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.



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## **Responsibilities**

### Teaching Staff

- To adhere to the requirements of this policy in planning the learning for the groups of children for whom they are responsible
- To involve and inform Learning Support Staff, and others working with pupils, of the role they need to have in the assessment of children's learning
- To keep records of children's progress in an agreed format
- To keep other such records as to inform and contribute to the agreed curriculum plans, records and reporting formats
- To report as required regarding the progress of their pupils

### Learning Support Staff

- To be active in seeking out the expected learning objective for all pupil tasks
- To be aware of the teacher's expectations regarding specific assessment activities
- To contribute to the ongoing discussions regarding children's progress
- To consider the next steps for children's learning and be proactive in discussing with teaching staff how they may best support the children with whom they work
- To contribute to the assessment of the children with whom they work

### Subject Coordinators

- To know current levels of pupils attainment in their subject;
- To know strengths and areas for improvement within their subject
- To be responsible for the monitoring and identification of the above
- To report the outcomes of monitoring activities to the Head Teacher and Staff
- To plan strategies for subject improvement and development to be contained in an action plan that is updated annually

### Core Subject Coordinators: English, Mathematics, Science, ICT

- To undertake Termly monitoring activities to assess standards in their subject. This may include some or all of the following:
- Work sampling
- Pupil interviews
- Teacher Assessment evaluation
- Classroom Observation
- To report to Head Teacher the outcome of this monitoring
- To plan for improvement in pupil progress and attainment

### Deputy Head (Academic)

- To be responsible for the management of assessment and reporting activities
- To be responsible for the ongoing monitoring of assessment and reporting activities
- To liaise with/report to external agencies regarding the results of assessment activities.
- To be aware of the assessment and reporting activities taking place within the school
- To receive reports regarding pupils progress from professional staff



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- To be aware of the legal requirements regarding the assessment of pupils at The Foundation Stage, Key Stage One and Key Stage Two
- To confirm agreed targets for school.

### Parents

- To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress
- To raise any concerns they may have about their child with the school, at the earliest opportunity

### **Referencing Performance**

It is important that we recognise the criteria we are considering when putting value judgements on a child's work. If we are able to define the aspects that make one piece of work better than another then we should be able to communicate this definition of quality to the children and thereby promote progress.

Much of the testing we do is norm-referenced with comparisons made between the child and a 'national average'. If all our assessment is norm referenced there are serious implications for less able children and those with specific learning difficulties.

Making assessment relative to some pre set curriculum objective can allow us to evaluate each child's progress, irrespective of their peers. The driving test is a good example of a criterion-referenced test where each candidate is judged against a set of required skills. If the candidate fails, the reasons for this are stated and the driver is able to direct future practice towards these areas of weakness. An advantage of criterion-referenced assessment is that it is possible for all learners to succeed.

A third form of assessment is self-referencing where each child compares their current achievement with what they could do previously. This gives an important extension of criterion-referencing, with the emphasis being on the progress of the individual.

Creating an assessment balance in our teaching should have major implications on key issues such as differentiation, motivation and record keeping. We recognise the value of utilising a wide range of assessment techniques. The impact is increased by involving children in the assessment process and encouraging active learning

### **Reporting to Parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold during the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

At the end of the Autumn Term and Summer Term we give all parents a written report of their child's progress and achievements. In these report we also identify target areas



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for the next school term. In these reports the teacher identifies how parents can support any elements of the work during the term.

In the Summer Term Report, we write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for children in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

We offer parents of children in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

### **Feedback to Children**

We believe that feedback to children is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow children. We encourage older children to be the first markers of some pieces of work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

### **Consistency**

All subject leaders share examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject coordinator's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.



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**Conclusion**

The combined value of formative and summative assessment should not be underestimated. It also needs to be appreciated that alongside SATS, children in this school, are also required to succeed in external examinations to secure a place in the senior school of the parents' first choice.

**Signed:**

**Date:**

**To be reviewed by:**