



THE BUCHAN SCHOOL

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**The Buchan School**

# **Assessment, Recording & Reporting Policy**

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## AIM

To encourage a child's progress by supporting their learning using appropriate assessment strategies which have a direct impact upon their understanding of what is to be learnt, and most importantly, how to achieve it.

Where assessment is successful, the child will develop a range of independent learning skills and maintain a high self esteem.

## PURPOSE

- To indicate the progression an individual pupil has made in learning objectives
- To reflect how well a pupil is achieving in respect of their age and ability
- To enable teachers to monitor pupil progress and inform their future planning
- To provide the leadership team with a range of data through which they can analyse & monitor school performance
- To celebrate achievement of individual pupils

## ASSESSMENT PRINCIPLES

Key factors:

- ✓ Sharing of learning intentions at the beginning of the lesson
- ✓ Providing effective (oral & written) feedback to pupils on their learning
- ✓ Using appropriate questioning to establish a pupil's learning
- ✓ Actively involving pupils in their own learning (self evaluation)
- ✓ Adjusting teaching & planning as a result of assessment
- ✓ Using assessment to raise pupil self esteem & motivation
- ✓ Ensuring pupils can self assess & understand how to improve

Assessment will be both formative (processes of teaching & learning) and summative (takes place after the teaching & learning)

## FORMATIVE ASSESSMENT

The formative external testing of pupils will include the use of GL assessment.

Assessment will be a combination of **teacher assessment, pupil reflection and external testing**

## **MARKING**

Marking in this school will be consistent, diagnostic and constructive.

It will be used to reward and motivate pupils as well as providing parents with information on their child's progress.

## **PURPOSES**

- To motivate pupils by praising current achievement & progress made
- To assist pupils by setting clear targets for improvement of their work
- To provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning

## **Principles for Marking should:**

- Relate to what has been taught i.e. reinforce the learning objectives
- Be positive, indicating what has been done well
- Focus upon individual or group targets, where relevant
- Indicate an area for further work and how to set about the next priority
- Be precise, including the use of shared technical terms
- Be realistic in expectations
- Encourage a review of existing work with an emphasis placed upon specific areas

## **Responsibilities:**

### **It is the responsibility of the Head of Department**

- To ensure that the Department has an effective Marking Policy which is fully understood by department members and that the policy is reviewed on a regular basis and supports the whole school policy
- To ensure the implementation of the Department's marking policy and to ensure that marking is regular and formative
- To establish a centralised system of recording assessment levels awarded by the individual teachers within the department
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades or levels are recorded and communicated to pupils

### **It is the responsibility of the classroom teacher**

- To ensure that all class work and homework is marked regularly according to the Department's marking policy.
- To keep a record of marks and levels achieved in accordance with the agreed procedures within the Department
- To explain the marking and assessment grading system to the pupils
- To ensure that assessment information informs further curriculum planning

## **MARKING PRACTICE**

### *Aims*

- To ensure that the teacher's response is related to the learning objectives of the lesson
- To ensure that teacher's expectations of children's work are clear and consistent
- To ensure that the teacher's response to a child's work is diagnostic, enabling the child to make progress
- To ensure that the children understand the purpose of the teacher's response to their work and are able to act upon that response
- To ensure that there is continuity, progression and appropriate differentiation through each year group and Key Stage.
- EYFS- any work which is marked will be linked to the Development Matters Statements, Early Learning Goals and Exceeding Statements.

## **KEY STAGE 1**

- Oral response and simple written comments to encourage & reinforce learning
- Key words within written work underlined & discussed with the pupil where an error has been made.
- Use of rewards, praise, smiley faces, stickers and House points to encourage and celebrate achievement.

## **KEY STAGE 2**

- Spelling mistakes should be indicated by underlining. key spellings and subject specific errors should be identified for the child to learn.
- Mistakes/errors should be indicated.
- Children should be advised when to complete specific corrections.
- There should be an explanation of how to improve given to the pupil either by the teacher or via reference to previous text e.g. use of paragraphs

- Written pieces of work to include comments to indicate error & an explanation of how content can be improved. Specific errors could be identified as a target for improvement in the next piece of work.
- Neat presentation to be encouraged at all times, with handwriting in the school's cursive style.

## **RECORDING ACHIEVEMENT** (refer to yearly overview)

- ✓ The teacher will maintain a record of an individual's progress in the subject area that they teach
- ✓ This will form the basis of assessment and reports
- ✓ Learning Support are to be informed of any specific concerns using the Record of Concern
- ✓ Attainment data will be kept on the school server which can be accessed by all teaching staff.

## **REPORTING ACHIEVEMENT**

- The report must be clear and constructive.
- Comments should be precise, jargon free and appropriate.
- The report must be personalised and highlight the attainment and effort of the individual.
- Statements should include progress towards the set learning objectives for that term / year and include an indication of areas for future development or focus. For example; two stars and a wish!
- The report should advise parents how they can support their child.
- Comments on the pupil's attitude to learning could be included.
- Form tutors to comment on behaviour in school where appropriate.

## **REPORTING TO PARENTS**

EYFS – P1 use the online Tapestry system as a way of reporting progress and sharing achievement. This will be updated throughout the year, with a final report at the end of the academic year.

Pre-Prep & Prep - two full written reports completed at half year interval and end of year.

Assessments will be available at the end of the autumn and summer term. These will be printed and also on the ISAMS and Firefly systems for parents to view.

Interim assessments will available during the autumn and spring term and will be based upon the following grade descriptors:

### **Achievement Grades**

- |   |                           |
|---|---------------------------|
| 5 | Well above expected level |
| 4 | Above expected level      |
| 3 | At expected level         |
| 2 | Below expected level      |
| 1 | Well below expected level |

## **Attitude to Learning Grades**

- A Exceptional
- B Good
- C Room for Improvement
- D Cause for Concern

A brief tutor report will also be added.

### **✓ Parent Consultations**

EYFS, Pre-Prep & Prep – one meeting planned for the spring term.

In addition, EYFS and Pre-Prep parents will be invited to an autumn term meeting to discuss initial progress.