PLANNING, ASSESSMENT, AND REPORTING POLICY

Introduction

This policy was first produced in 2010. In this document we are mindful of new initiatives and national developments in the Primary curriculum. We are particularly aware of the impact of the ‘Every Child Matters’ agenda and how ‘Excellence & Enjoyment’ has impacted on Planning, Assessment, Recording and Reporting at Starcross Primary School.

Affecting improvements in the delivery of the curriculum through planning, assessment, recording and reporting is a dynamic process and as such, this policy cannot be the definitive document for all time. Consequently it is correct for the school years September 2010- August 2011 and will be reviewed and revised as the process of effective planning, assessment, recording and reporting is modified.

This policy outlines the purpose, nature and management of planning, assessment, recording and reporting in our school and reflects the consensus of opinion of the whole teaching staff following training and discussion. This policy is complementary to many of our other school policies, in particular the Equal Opportunities Policy and Special Needs.

For children who have special educational needs there may be additional assessing and reporting methods as necessary and appropriate, and where this is the case we will follow the practices and procedures set out in the schools Special Needs policy.

PLANNING

1. CURRICULUM PLANNING
Planning is an integral part of the assessment process and requires that each member of staff should be familiar with the National Curriculum Programmes of Study, and other programmes of study as agreed. We have a ‘whole school’ approach to planning for curriculum and assessment to ensure continuity, breadth and balance.

In each year group there are mixed ability classes, and in Key Stage 2, the children are of mixed ages (e.g. Year 3/4 etc). The teachers in each year group, and where appropriate other adults, are involved in planning together the programme of work for all areas of the curriculum to be covered by their pupils. The three main areas of planning involve:
• **Long Term Planning**
  This is a broad outline of what will be taught and when during each year of a key stage, based on The National Curriculum and the Early Years and Foundation Stage Curriculum. In drawing up their long term plans the teachers follow the National Strategies for Literacy and Numeracy Strategy, modified versions of QCA schemes of work, and the Local Authority’s Agreed Syllabus for R.E. School policies describe how each subject is delivered, within the context of the schools teaching and learning policy.

• **Medium / Short Term Planning**
  Teachers use the renewed frameworks for Literacy and Numeracy and QCA schemes of work to outline when particular topics will be taught throughout the year. Using appropriate methods, they transfer the long term objectives to weekly planners, which they then work from to deliver learning opportunities to the children and which provides valuable evidence to support assessment for learning (AfL).

For Curriculum Monitoring purposes, these are electronically available for the School Management Team, Curriculum Subject Leaders and any other interested stakeholders.

Each teacher uses electronic formats to produce these plans which are accessible by everyone via the school server. Teachers use different formats for their planning sheets, but all plan according to headings as appropriate and necessary, namely:

Lesson Objectives,
Activities,
Resources,
Differentiated Group Activities,
Plenary,
Assessment Opportunities/Key Questions
ICT Opportunities

Planning documentation is monitored by the Headteacher, Senior Management team and Curriculum Subject Leaders on a regular basis with appropriate feedback given.

**Planning the Timetable**
At the beginning of the school year each teacher devises a weekly timetable to ensure the appropriate coverage and delivery of the National Curriculum. In devising the timetable teachers have to ensure that the “Basic Curriculum” of RE and each “Core Curriculum” subject receives its due allocation of time.
2. EVERY CHILD MATTERS and EXCELLENCE & ENJOYMENT

When planning, teachers are aware of the need to incorporate the five outcomes of the ‘Every Child Matters’ agenda which are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

The ‘Excellence and Enjoyment’ agenda also provides a focus for planning.

These needs to allow for pupil’s creativity are met in a number of ways. Firstly by forging meaningful cross-curricular links and providing balance in the curriculum in the ways in which it is delivered. Strategies may include:

- Individual work;
- Group work, not individuals working in groups;
- Reading for pleasure;
- Writing in different styles;
- Speaking and listening;
- Using information and communications technology (ICT);
- Meeting problems and seeking solutions;
- Observing, recording, analysing and interpreting;
- Designing and making;
- Expressing feelings through art, music and drama;
- Developing physical skills;
- Developing personal and social skills;
- Developing powers of imagination and curiosity;
- Sustained endeavour.

Secondly, throughout the year the school suspends its ‘normal’ timetable and delivers the Curriculum objectives through themed weeks and themed days. This gives teachers more opportunity to be creative and therefore meet the objectives set above.

3. SCHOOL DEVELOPMENT PLANNING

The school has a three year development plan. This plan is drawn up by the School Management Team in consultation with the Governing Body committees and, as appropriate, school staff. The plans are reviewed annually in readiness for drawing up budget plans for the following financial year.

Curriculum Development

This is in accordance with the priorities identified in the School Development Plan. These priorities are produced having regard for national and Local Authority curriculum developments and initiatives, and the outcomes of the Performance Management Scheme and Curriculum Monitoring. It also takes into account any outcomes form OFSTED and input from the School Improvement Partner (SIP).
Staff Development
This is in accordance with the Staff Development policy and includes outcomes of the Performance Management procedures in school.

ASSESSMENT

Forms and Purposes of Assessment
Assessment is an integral part of teaching and learning and as such serves several purposes. It aids teachers in the planning of work, identifying problems, and helping children to make progress. It will be central to the process of setting realistic learning targets for the children. We believe there are two main forms of assessment:

1. **Assessment for Learning** (formative assessment)
2. **Assessment of Learning** (summative assessment)

1. **Assessment for Learning** (AFL) (formative assessment)- is used to help shape the teaching and learning programme through on-going assessment of progress. It involves identifying what the children have learned during their progress through the curriculum, and that information is used to inform what the next stage in the learning process should be, i.e. it is used to inform future planning.
   Formative assessment is mostly carried out informally by teachers in the course of their teaching. Examples of how this is done include:
   - guided group tasks;
   - short tests in which the teacher gives questions orally and pupils write answers;
   - specific assignments for individual pupils;
   - individual discussions in which children are encouraged to appraise their own work and progress.
   - Optional test data analysis, and the Foundation Stage Profile, which is used to formulate targets and ascertain strengths and areas for development across the school. This supplements other activities undertaken when setting targets
   - APP (Assessing Pupils’ Progress) activities in Maths, English and Science.

Assessment for Learning against Learning Intentions
Learning intentions are communicated to the class at the beginning of the sessions. The learning intention is delivered verbally, and where appropriate is posted in written form, using wording that can be easily understood by all children. The process of communicating the learning intention is given considerable emphasis. All children are expected to be fully aware of the main intention of the lesson – of what they will learn, or what they will be better at by the end of the sessions. Where appropriate the success criteria will also be shared with the children at the beginning of the lesson.
The learning intention and the success criteria (where appropriate) are returned to at the conclusion of the lesson, and children are given time to reflect on their achievement (self-evaluation).

2. Assessment of Learning (summative assessment) - is used to provide evidence of a pupil's achievement over a period of time. The school assesses and records summatively in a number of ways including:

- Foundation Stage profile (for children in the Reception class)
- Class group reports (Spreadsheets)
- Identification of children who are underperforming and underachieving
- I Can Statements For Science
- APP

(It is important to remember that some forms of assessment undertaken contribute to both the formative and summative assessment procedures in school).

The children themselves also undertake many self-assessment activities, where they will be asked to comment or display whether or not they have understood the lesson’s objectives and whether they have met the targets set by the teacher for that session. Children will also use peer assessment to provide feedback to the teacher.

Statutory obligations
- At the end of each academic year, a Teacher Assessment will be made indicating the levels achieved by the children in the three core subjects of English (broken down into reading and writing), Maths and Science (This includes the use of Optional Test material). This is recorded and tracked accordingly, including any vulnerable groups of children.
- Standard testing in the core subjects of English and Mathematics will be administered in accordance with the instructions from the statutory testing authorities.
- Teacher assessments will be made throughout the two key stages using APP materials.
- Pupils who move to another school during a key stage will take with them relevant teacher assessment levels

Non–Statutory Assessments
In addition to the statutory requirements, the following assessments will also be carried out in the school:

- On admission to the Reception class, relevant information from nurseries, playgroups and home visits will be used to identify starting points in the Foundation Stage Profile.
- Optional test papers will be given to all pupils in Years 3, 4 and 5
- In English, Maths and Science, APP materials are used termly in increasing amounts as the systems are embedded further.
- Whole school pupil data is used effectively to track and monitor progress over time and look at trends.
### Assessing Pupils’ Progress

Assessing Pupils’ Progress materials are used in school in the following ways:

<table>
<thead>
<tr>
<th>English (writing)</th>
<th>Maths</th>
<th>Science</th>
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<tbody>
<tr>
<td>Once per term for each child</td>
<td>Once per term for 6 children in each class (2 lower, 2 middle and 2 higher ability children) to provide a teacher assessment level for each child.</td>
<td>Once per term in Year 6 for each child (as a pilot until further guidance is given)</td>
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<td>Moderation and standardisation every term</td>
<td>Moderation and standardisation every term</td>
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### Summary Chart Of Assessments Undertaken

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>MATHS</th>
<th>SCIENCE</th>
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<tr>
<td>Updated Reading Assessment foci provided by Devon to support teacher assessment in guided reading sessions. This will later support APP for reading. Teachers’ observations and own records of them Work scrutiny by teachers / subject leaders supported by clear focus displayed for tasks in books Assessments against personal targets delivered to the children. Assessments gleaned from discussion with individuals during allocated progress meetings.</td>
<td>APP as mentioned Pieces of written work generated through organised events and themed activities which will provide ample opportunity for teachers to work collaboratively to assess and moderate. This will contribute to consistency in levelling based on the APP criteria (themed activity books) Guided writing sessions Teachers’ observations and own records of them Work scrutiny by teachers / subject leaders supported by clear focus displayed for tasks in books Assessments against personal targets delivered to the children. Assessments gleaned from discussion with individuals during allocated progress meetings.</td>
<td>APP as mentioned Mental Maths Assessments from Years 1 to 6 as and when the renewed framework planning is introduced in school. Results from these will support APP assessments and whole school targets. Guided Maths sessions. Teachers’ observations and own records of them Work scrutiny by teachers / subject leaders supported by clear focus displayed for tasks in books Assessments against personal targets delivered to the children. Assessments gleaned from discussion with individuals during allocated progress meetings.</td>
<td>I can statements in every year group APP in use in Year 6 as mentioned above New assessment procedures to be put in place in 2010-11 year subsequent to new guidelines. Teachers’ observations and own records of them Work scrutiny by teachers / subject leaders supported by clear focus displayed for tasks in books Assessments against personal targets delivered to the children. Assessments gleaned from discussion with individuals during allocated progress meetings.</td>
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The Foundation Stage class will continue to assess the children using the Foundation Stage Profile (FSP)
Assessment Leader - Roles and Responsibilities
The above forms of assessment are overseen by the Assessment Leader (currently the DH) whose roles and responsibilities are to:
- observe and monitor the implementation of the assessment policy;
- give guidance and support to staff in implementing the assessment policy;
- collate and analyse data collected by co-ordinators and teachers;
- Provide teachers with findings of data analysis enabling them to make analyses of their own to feed into whole school development
- organise meetings for monitoring purposes including department meetings and moderation / standardisation meetings
- oversee the implementation of any statutory assessments undertaken.

Marking and Feedback to Pupils
Marking is an important part of assessment and should aim to encourage the child to look at errors in a positive manner. It informs the pupil of teacher satisfaction and expectations and is an effective way of keeping the child focused on agreed targets. The Head and SMT are responsible for monitoring the following practices which are in line with our school Marking Policy.

Homework
Homework is marked by either the class teacher or by the children themselves. When homework is teacher marked, it will continue to follow the schools Marking Policy.

REPORTING
Reporting is an important part of the school’s policy on assessment and recording. The structure and process of reporting to parents has been agreed by the staff and takes into account the equal opportunities policy and the needs of our parents. Procedures are set out in the school’s Teaching and Learning Policy.

Reporting to Parents
The primary purpose of reporting is to inform the parent/guardian of their child’s progress. The school will fulfil its statutory obligations by ensuring that every parent receives a written report every year in the summer term, and will be given the opportunity to comment on their child’s report.

Teacher assessments and their outcomes will be reported to parents during the year in the following ways.
- At formal/informal visits, e.g. open afternoons
- At parents/teacher consultation evenings
- In annual written reports where appropriate

Individual pupil targets will also be shared with parents during the autumn parents meeting and regular communication with parents will ensure that the parents are regularly updated on these targets.
**Monitoring and Evaluating School Policy and Practice**

This policy and its practices will be monitored and evaluated by:

- Core subject leaders liaising with the SMT to ensure continuity of assessment;
- Staff meetings for Moderation
- The Assessment Leader, who will monitor the implementation and efficiency of the policy and its practices, and report monitoring conclusions to the School Management Team and governing body.

*This policy was first written in 2010.*

*This policy agreed by the governors*  
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*Date of next review*  
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Starcross Primary School