

PLANNING, ASSESSMENT, RECORDING AND REPORTING POLICY

RATIONALE

At Westwood Prep we believe that effective assessment provides information to improve teaching and learning. Assessment, recording and reporting is an ongoing process within the teaching and learning cycle. This cycle ensures that individual learning is clearly targeted and that gaps in skills are quickly identified and appropriate actions are implemented to remedy this. The purpose is to raise attainment and ensure continuity and good progression on a termly and yearly basis. The process will

- Provide consistent accurate and reliable analysis to ensure maximum progress
- Be recorded in a manageable and user friendly way
- Be reported to the parents as and when appropriate in a way that is easily understood and reflects the progress of the learner

PLANNING

- *Long term*

Divides the curriculum subjects into manageable sections to be covered over a year. These are based on the National Curriculum. Teachers plan the year's curriculum with advice from senior leaders and subject leaders.

- *Medium term*

Identifies benchmark expectations for each ability group, within each subject
Identifies the intended outcome of the unit
Identifies opportunities for assessment
Identifies cross curricular links and enrichment opportunities

- *Short term*

Identifies learning objectives and learning outcomes on a weekly/daily basis
States how the learning objectives are to be delivered
Provision for learners with SEN and other vulnerable groups is identified
Use of ICT is identified

Records assessment of teaching and learning which is used to inform subsequent planning.

ASSESSMENT

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging learners' performance against national standards. Teachers make these judgements at the end of each half term and year. Learners will undertake standardised tests in Literacy and Numeracy at the end of each term. Teachers' summative assessments and test results are reported using the Early Learning Goals at the end of the Early Years Foundation Stage and based on National Curriculum year group expectations in Key Stage 1.

Assessment is viewed as an ongoing process, which takes into account different rates of learning development.

The **objectives** of assessment are:

- To involve the learner by sharing assessment criteria
- To encourage the learner to evaluate their work against set criteria and to make reasoned comments about how it can be improved
- To help learners recognise the standards to aim for, and to understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each learner
- To provide regular information for parents that enables them to support their learner's learning
- To provide the Head teacher and governing body with information that allows them to make judgements about the effectiveness of the school

PLANNING FOR ASSESSMENT

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each learner. We strive to ensure that all tasks set are appropriate to each learner's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning objective with the learners as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged.

We annotate our lesson plans using

(e) – with names of learners who have exceeded the expectation

(c) – with names of learners who need further consolidation

(g) – with names of learners who needed a lot of guidance

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.

TARGET SETTING

We set targets in Numeracy and English for all of our learners; targets set are challenging and demonstrate our commitment to every learner achieving the best that they can in every year. Teachers review the progress of each learner during termly Pupil Progress Meetings with the Senior leadership team. The purpose of the Pupil Progress Meetings is to identify any learner whose progress is causing concern and to decide on appropriate next steps. At the beginning of each year, staff are provided with the emerging/developing/securing grid for their year group which shows the spread of ability within their cohort. This grid highlights when a learner is not on track to meet targets or if they are making accelerated progress.

ASSESSING PUPIL PROGRESS

The evaluations that we collect and the evidence of learning in the learners' books enable the teacher to determine the learning objectives from year group expectations that every individual learner has achieved. The objectives achieved can be recorded on a whole class tracking grid of learning objectives in literacy and numeracy. These grids allow teachers to identify gaps in learner's learning and enables them to plan to address these gaps the following term. Book scrutiny through literacy co-ordinator and SLT as well as external moderation support teachers in ensuring their judgements have been moderated and are accurate.

INCLUSION

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of learners.

We achieve educational inclusion by continually reviewing what we do, by monitoring data and through asking ourselves questions about the performance of these individuals and groups of learners. In this way, we make judgements about how successful we are being at promoting racial and gender equality and including learners with disabilities or special educational needs.

REPORTING TO PARENTS

We report learners' progress to parents/carers by:

- Pupil tracking chart at the back of homework book
- Parent's evenings
- Termly reports
- Annual written reports

The outcome from tests, as well as ongoing teacher formative assessment, provides parents with evidence of their child's learning achievements. Any weaknesses in a learner's learning are identified early and shared with parents. This helps teachers to evaluate the effectiveness of their teaching at regular intervals.

ASSESSMENT FOR LEARNING IN PRACTICE AT WESTWOOD PREP

The objectives will be stuck in the book.

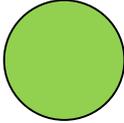
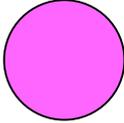
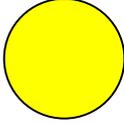
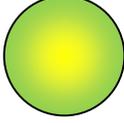
Tasks are clearly linked to the objective of the lesson.

Success Criteria is shared with learners to support them in achieving the expected outcome of the lesson.

Learner self-assess against the learning outcome to support them in achieving the expected outcomes of the lesson.

Learners will self-assess with guidance from the teacher against the objective using highlighters. The teacher should draw out how the learners have come to that decision by using their success criteria as a guide.

The teacher will also mark against the objective by highlighting in the following colours:

TEACHER/SELF-ASSESSMENT OF LEARNING WITH GUIDANCE FROM THE TEACHER	
	<p>I can complete this activity I understand it and I have met the objective/ Learner has achieved the learning outcome with confidence</p>
	<p>I do not understand the work and I find this difficult. I need help to complete/ Learner needs significant support to work towards the objective</p>
	<p>I understand it however I am still not confident/ Learner needs some consolidation work to be secure with the objective</p>
	<p>Previously I did not meet this objective. With support I have now met this objective</p>

Learners indicate how they have completed the task

	Teacher support
	Completed independently

	Peer support

MARKING PROCEDURE S

Who marks?

- All teaching staff
- All TA's who teach or lead sessions (work is initialled)
- All supply teachers (work is initialled)
- All marking is completed in red. Pupils will respond to feedback in purple pen.
- Peer/Self assessment is completed in green. This should be labelled as PA or SA.
- Teachers will record verbal feedback by writing V near the objectives

What are we marking against?

- All objectives
- When the activity is practical, the objectives still needs evaluating and marking against. Photographs can be stuck into books as part of the evidence.

There are 3 types of marking that will be apparent in books

Low level marking

Using the above key, usually without a comment.

Medium level marking

Using the above key and commenting upon strengths and next steps.

Positive comments are written next to a star. They should be short, sharp and relevant (*avoid comments that just say well done, great, lovely colouring.*)

Next step comments should be an improvement comment and are written next to a circle with steps in. The comment should identify the next step that will ensure the learner makes progress (reminder prompts, scaffolding, example prompts).

Misspelt words should be added on to the spelling chart which is stuck at the back of every book. A minimum of three words per lesson (See Appendix 1)

Time is always given so that learners are able to

1. Read feedback/marking
2. Correct errors
3. Develop their next steps in learning

Intense level marking

Not all marking can be completed at this level. This is used for assessing pieces of work/extended writing. Only work that has been completed independently and without any adult support is used for this level of marking. This marking focuses on the objectives taught and sets targets for future development.

PRESENTATION

In Key Stage 1 (all books)

- I will put the date at the top of the page
- I will write the title
- I will use a ruler and draw a line through any mistakes
- I will always try to write in my neatest handwriting
- I will read what the teacher has written in my book and make any changes
- I will self assess using the traffic light colours
- I will indicate how I worked using TIP

In my Numeracy book

- I will write the short date at the top of the page
- I will write the title
- I will use a ruler and draw a line through any mistakes
- I will put one digit in each square
- I will read what the teacher has written in my book and make any changes
- I will self assess using the traffic light colours
- I will indicate how I worked using TIP

Appendix 1 Spelling Chart

Appendix 2 Marking Key