

## ISB PRIMARY ASSESSMENT AND RECORDING POLICY

Teachers at ISB use assessment as a tool not only to identify children's level of achievement but more importantly to identify the gaps in a child's understanding. The data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the potential development and attainment level for each individual child.

Assessment is both formative and summative and is part of the teaching and learning process. Assessments are made for diagnostic purposes, to assess the effectiveness of teaching and learning, to inform and improve planning of the curriculum and to inform parents and teachers.

### The purposes and forms of assessment

There are clear lines between the three main forms of assessment. These are:

1. Day-to-day formative assessment e.g. questioning in class
2. In-school summative assessment e.g. end of unit reviews
3. National standardised summative assessment e.g. Cambridge Progression Tests in KS2

These assessments all have different purposes, and should be treated differently. This is crucial because 'the primary principle of assessment is that it should be fit for the purpose intended.'

### Assessment in Early Years Foundation Stage

In the Early Years Foundation Stage teachers use ongoing formative assessment, children are assessed continuously throughout the school year according to the Early Learning Goals. The Foundation Stage Curriculum is comprised of seven focus areas: Communication and Language, Literacy, Maths, Understanding the World, Expressive Arts and Design, Physical Development and Personal, Social and Emotional Development. These areas overlap as it is recognised that children's development is individual and each child develops at their own rate. Assessment of children is made through observations of the children during teacher led and child initiated activities. This information is then used to inform the planning for each class to ensure all the needs of the children are met. As children progress through the foundation stage teachers will be assessing if they are meeting the criteria in each area of the curriculum and if children are working in the appropriate age band. At the end of the Foundation Stage each child in Reception will be assessed as to whether they are 'Emerging, Expected or Exceeding' expectations for their age. During each year children spend in Early Years class teachers will be keeping a 'Learning journey' for each child this will contain photographic observations as evidence of learning.

### Key Stage 1

Research has shown that there is little benefit derived from administering summative end of term and end of year assessments with children in Key Stage 1. In fact, it has been found to have a negative impact on students' learning at this young age. In accordance with the Cambridge Framework teachers continuously assess the learning of the students in their classes daily. Teachers employ a range of formative assessment strategies to assess the learning and progress of each child.

We believe that formative assessment helps to maintain a positive learning environment in the classroom. It enables teachers to set appropriate targets for individuals; monitoring and assessment is integrated into the daily planning and delivery of the curriculum. Children are given oral feedback about their work and this may be recorded in the form of ‘two stars and a wish’ or the use of coloured highlighters on the WALT (Learning Objective) for each lesson. Teachers track the progress for the children according to the Learning Objectives for each unit of the Cambridge Curriculum in English/ English as a Second Language, Maths and Science. The coloured highlighters will signify the term when the child has attained the Learning Objective.

## **Key Stage 2**

### **Assessment for Learning (Formative Assessment)**

The teacher assesses the children during every lesson. Teachers ask questions, they discuss ideas and the concepts they are learning about to check the depth and breadth of understanding. Teachers mark books and give feedback. Teachers use assessment to adapt their planning considering the children’s learning; additional work may be given to support learning or challenge learners as necessary.

### **Assessment of Learning (Summative):**

Assessment of Learning takes place when children have completed a unit of work and the teachers wish to see how much progress has been made. Teachers in Key Stage 2 will organise assessments for English, Maths, and Science at key points throughout the year. When the assessments take place will be dependent upon the year group and the organisation of the units of work.

### **Cambridge Progression Tests**

Cambridge Progression Tests will take place in Years 3, 4, 5 and 6 at the end of the Spring Term or beginning of the Summer Term. The tests cover all the work the children have completed during the year. Children take Progression tests in English, Maths and Science. The tests are marked by the teachers in school. The children take these tests as an indicator of the progress they have made in one academic year. The results of the tests are for teachers to identify strengths and areas which need further support, subsequently the results will help teachers plan to improve children’s performance. Parents are informed of the results in the end of year reports.

The Cambridge Progression Tests grade children and place them into one into three categories:

**Gold** - children who are working above expectations

**Silver** - children who are working in line with expectations

**Bronze** - children who are working below expectations

Cambridge Grade	International Comparison	Percentages within school	ISB Report Grade
Bronze	Below Expected level for age	0-39%	Poor
Silver	Expected Level for age	40%-79%	Fair/Good
Gold	Above Expected Level for age	80%-100%	Very Good

The Cambridge Progression Test boundaries are set yearly by Cambridge and vary depending on the average scores by that year's cohorts. Test results are placed onto the school tracking system to enable us build up a picture of the children's progress as they proceed through the school. This will also enable us to build a picture of performance for cohorts and identify patterns and trends on focus groups.

#### Assessment Committee

The Deputy Heads are responsible for the Assessment procedures within their Key Stage. However, an Assessment Committee oversees the Tracking Sheets and Cambridge Progression Test Analysis in order to avoid the school's assessment practices being affected by a departing member of staff and to give staff more ownership of the data analysis. The Assessment Committee is made up of the KS2 Deputy Head, Core Subject Leaders and volunteer staff. The KS2 Deputy Head is the Chair of the group and ensures analysis takes place by Year Leaders and Subject Leaders.

#### Records of Assessment in the Primary School

We maintain records of children's assessment to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to forward accurate information to other teachers and other schools when children move on from ISB, and to be able to provide evidence of the child's achievement during parent consultation evenings. Records can be kept in a variety of ways:

- Parent information on Educare, parent teacher consultations and through other meetings where necessary.
- School tracking system to record progress. Currently contains the Core subjects but is being developed to incorporate the other subjects taught in school.
- End of Unit reviews analysed in KS2 to identify next steps for learning in reading, writing and maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- The SSS Register (*Student Support Services*) maintain IEP's to ensure that children with identified special educational needs and those children who are not making the expected progress are supported appropriately and their needs assessed regularly.

- Pupil Progress Profiles and the tracking information for reading, writing and maths are kept by each class teacher, which is passed on to the receiving teacher at the end of each academic year.

Evidence is needed to support the teacher's assessment but not to question their professional judgement. If lesson planning and evaluation is sufficiently detailed and provides the right information, then it can provide the necessary evidence.

Evidence of student attainment will be visible in the student note books but assessment jottings and test marks will also be recorded by the teacher on the school data system 'Educare'.

### **Assessment through Marking**

Each piece of work that the child does should be marked (following the school marking policy).

- Marking should be done in an alternative colour to the written work.
- Marking should be based on the learning objective/s for the lesson.

### **Quality Marking (Response Marking)**

Teachers write a comment that is positive and/or constructive about what the student has achieved. All work is marked against a learning objective and success criteria.

Highlighters are used to assess the learning objective has been achieved. When quality marking, in addition to this a brief explanation of what has been done particularly well followed by a short term target that informs the student and helps with their future attainment/identifying the next step. Quality marking should take place at least once a unit in each subject. For more details please refer to the **ISB Primary Marking Policy**.

### **Twice Yearly Written Report**

A written report will be sent to parents twice yearly at the end of the first and third terms (December and June respectively).

The report should present an honest but positive summary of the student's achievements for each subject along with a mark for effort. Other factors which should be commented on are out-of-school activities, personal attributes, and skills. The end of year report will also contain Cambridge Curriculum Assessment levels for English, Maths, and Science. The following should be considered before the production of the report:

- Teacher records, IEPs, teacher and school assessments.
- The writer should give an objective picture of the student's personal and social achievements based on evidence.
- The report should concentrate on highlighting progress made.
- The commentary will be word processed and expressed in continuous prose.
- Targets for future progress should be set for English, Maths, and Science.

### **Reporting Through Parent Meetings**

Parents are invited to meet their child's teacher to discuss their progress twice a year (October and March). This gives the opportunity to discuss the child's progress and any concerns the parent or teacher might have.

The teachers are available to make an appointment and meet the parents if further discussion is required at any time through the school year.

In addition to this, in September parents are invited to a general Key Stage meeting to meet their children's teachers and hear about the plans for the coming year.

Year 6 parents will be invited to a primary/secondary transition information evening in June to inform parents about the systems in secondary and how best to prepare students for the change.

### **New Children**

Teacher assessment will be made on entry to the school to assess ability in English and Maths.

### **Foundation Profile**

An assessment is made of children during their first two weeks of school in each year of the Foundation stage to establish which age band they are working within. Teachers will continue to observe the children throughout their time in the Foundation stage and the tracking information will be updated at the end of Term 1 and 3 in F1 and F2 to see the progress that has been made. At the end of the Foundation 2 the children will have a Foundation profile that will consist of the end of year report.

### **Pupil Profile**

The pupil profile provides evidence of records of assessments throughout the academic year for individual students. This is primarily made up of the Cambridge Progression tests, a copy of their reports and medical or important notes made by the teacher; the end of unit reviews are completed in the children's books for feedback to the children. Copies of the children's IEPs, if relevant, should be included too.

### **Student Support Services (SSS)**

When a teacher identifies a special educational need an initial assessment should be recorded by the teacher and submitted and discussed with the SSS Coordinator (SENCO). The school assessment sheet should be used. Following this the SENCO will carry out a full and thorough investigation and advise and support teachers and parents as necessary

### **English as a Second Language (ESL)**

On entry to the school each new child will be assessed on their level of English. Within the first few days the class teacher will make a more detailed evaluation of the child's ability. This will be recorded on a school evaluation sheet which will then be passed to the ESL Coordinator.

Children receiving ESL lessons are continually monitored and progress is shared with the class teacher. If a pupil is considered to have made sufficient progress in the ESL class then they will return to mainstream English lessons as soon as possible.

At the end of the year KS2 children receiving ESL lessons will take an end of year written and oral assessment to assess their readiness to access the mainstream curriculum without support. Where possible they will sit the Cambridge Progression tests, or the English second language Cambridge Assessment. In KS1 children are released through discussion between the ESL and class teachers.

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## Appendix 1

### Assessment Tools

#### Early Years Foundation Stage

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Observations of children (photographic and written)</li> <li>● Next steps (what teachers identify children need to do next)</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Reading Records</li> <li>● Phonic phase assessments (including flashcards)</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Observations of children (photographic and written)</li> <li>● Next steps (what teachers identify children need to do next)</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Writing samples (Supported and independent examples)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>● Observations of children (photographic and written)</li> <li>● Photographic evidence of practical activities.</li> <li>● Next steps (what teachers have identified children need to do next)</li> <li>● Self-assessment (how children feel about their work).</li> </ul>

#### Key Stage 1

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Guided Reading Records</li> <li>● Phonics assessment materials (including flashcards, real/invented word tests, robot- talking words; sight recognition of high frequency words)</li> <li>● Teacher planned comprehension activities</li> <li>● Phonic phase assessments (including flashcards)</li> <li>● Self-assessment (how children feel about their own work)</li> </ul>
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<b>Writing</b>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Writing samples (independent where possible)</li> <li>● Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes)</li> <li>● Results of class tests (e.g. weekly spelling tests)</li> <li>● Self-assessment (how children feel about their own work)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Results of class tests (e.g. tables tests)</li> <li>● Self-assessment (how children feel about their own work)</li> </ul>

## Key Stage 2

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● <b>Listening to the children read their stage books</b></li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Guided Reading Records</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Peer Assessment</li> <li>● End of unit <b>reviews</b> (including comprehension)</li> <li>● Cambridge Progression Test</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Peer assessment</li> <li>● Results of class tests (e.g. weekly spelling tests)</li> <li>● End of unit <b>reviews</b> (including Creative Writing)</li> <li>● Cambridge Progression Test</li> </ul>

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Book/work scrutiny</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Peer Assessment</li> <li>● Results of class tests (e.g. tables tests)</li> <li>● End of unit <b>reviews</b></li> <li>● Cambridge Progression Test</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>● Focussed marking</li> <li>● Pupil observations</li> <li>● Self-assessment (how children feel about their own work)</li> <li>● Peer assessment</li> <li>● Book/work scrutiny</li> <li>● End of unit <b>reviews</b></li> <li>● Cambridge Progression Test</li> </ul>