

Assessment, Target Setting, Reporting and Record Keeping Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Pupils' Voice

It's good to have targets because it gives us a challenge. We need a challenge to help us to do as well as we can and to aim high.

Policy drafted by: P. Cox

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Aims

- To raise standards across the curriculum at Holy Trinity School
- To inform teachers' teaching in order to meet the needs of all children
- To provide information for the Leadership Team, Subject Co-ordinators, Governing Body and local authority about attainment and progress
- To evaluate the effectiveness of teaching and learning
- To inform the school's decisions about the deployment of Teaching Assistants and other resources
- To provide information about children who move on from Holy Trinity School
- To inform parents, carers and children about their performance

Principles of Assessment, Target Setting, Record Keeping and Reporting at Holy Trinity

This policy is underpinned by the following key principles:

- There will be a reason for each assessment
- The information from each assessment will be used to inform teaching and will be communicated to the relevant people
- Assessment will show strengths and areas for development and teaching will be adjusted accordingly
- There will be a clear link between planning and assessment
- The children will understand why and what they are being assessed for and will have feedback from each assessment
- Self assessment by the children will be included whether oral or written, formal or informal
- Teacher targets will be realistic and include challenge
- The Assessment, Target Setting, Record Keeping and Reporting Policy will be regarded as a working policy and as such staff will regularly assess and monitor its effectiveness

General overview of summative assessment in Holy Trinity School

Each teacher records key assessments for English, maths and science in the autumn, spring and summer terms. This information is shared with parents through meetings and an annual report. These assessments are made against the statements outlined in the National Curriculum against the relevant band.

This information is:

- entered onto the Target Tracker programme that shows individual children's attainment against the NC statements and relevant contextual information
- used to inform future targets for the child, the class, teachers, subject areas and the whole school

- This information is reviewed by the Senior Leadership Team who agree consequent future action. Governors are involved and informed
- Teachers complete APT 's (accelerated progress targets) in collaboration with the Inclusion Manager and their Appraiser for any pupils that have not made the expected progress

Monitoring Foundation subjects

Teachers carry out teacher assessments for the foundation subjects. The data is entered into Target Tracker so that the assessment coordinator and the relevant subject co-ordinators can feed it into their action plans to raise standards in their subject area.

Monitoring the Effectiveness of Assessment at Holy Trinity

The Senior Leadership Team meet after the three key assessment opportunities in look at the results of these assessments,

- look at the consequent whole school position identify trends
- discuss future CPD needs
- discuss future subject resourcing needs
- reconsider allocation of Teaching Assistants if necessary
- assess the progress and impact of what has been implemented already and agree consequent future actions which may include prioritising future:

observation of staff,

work scrutiny

focus group themes for SEF input

setting of whole school curricular targets if there is need

The information is shared with all relevant governors for use in monitoring the effectiveness of the school.

The information that is gathered in May, combined with the results of the Year 2 and Year 6 SATs and Year1 phonics test, plays a larger role in setting targets for the following academic year and informing the Appraisal process.

Opportunities for Assessment

Summative Assessment

We use summative assessment to gain a snapshot of a child's knowledge, usually using tests or focussed tasks. Children's progress in these assessments is tracked throughout their primary school career.

Formative Assessment

Formative assessment is our ongoing assessment of children's knowledge and understanding that continually informs planning. A broader picture can be built up than with summative assessment. Teachers use diagnostic assessments to help inform their planning. These diagnostic tests are stuck into the children's books so that the children can annotate them with their green "reflection pens" as they develop their knowledge and skills. In this way the children can see the progress that they are making.

Assessing, Tracking, Recording and Reporting Children's Progress

From Reception onwards information is kept on the Target Tracker Programme, covering the EYFS and National Curriculum statements.

Reading Records:

Children are taught to read regularly through groups in guided reading. Records of this are kept in the class Reading Record Folder. If a child reads individually notes are made in the child's reading diary. We also ask that parents and carers record in the Reading Record when they have heard the child read.

Assessment in other areas of the curriculum

Assessment systems for different curriculum areas are in place and are recorded in the policies of the different subject. The purpose is to judge how well the pupils are progressing and to assess the standards within the school and the school's effectiveness. This information is then used to plan the next steps in the children's learning and the school's development. 'Steps to Success' are used to monitor and measure progress. Both the children and teachers record their reflections on the learning against the success criteria. These are shared with parents. Please speak to the appropriate subject co-ordinator for information.

Tracking, Recording and Reporting Children's Progress – The Foundation Stage

Ongoing assessment in the Foundation Stage is undertaken using the Foundation Stage Profile. This comprises of an electronic profile for each child which is completed using teacher assessment, mainly observation. The profile forms the basis for discussions with parents at consultations and the annual report.

Target Setting

At the end of the academic year, teachers meet to hand over information about the class they are passing on.

The teacher will set a target against the appropriate band of the National Curriculum. The targets set for each child will be realistic but with an element of challenge.

Next step targets will be recorded in the children's maths books and Learning Journals.

Children with Special Educational Needs

Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These children are supported by the Code of Practice. Their attainment will be monitored closely and according to individual need they may require:

- additional time or interventions with classroom assistant or teacher
- support teacher
- outside support agency

Recording Behaviour

Each class teacher has a Behaviour Chart that staff use to record significant instances of behaviour

Strategy	Purpose
Feedback marking against learning objectives.	Provides children with immediate feedback about how they have performed during the lesson.
Regular opportunities for pupils to respond to marking	Ensures children are acting upon teacher's feedback and provides opportunities for self reflection.
Observation by teachers and teaching assistants.	To find out about the processes that children go through in their learning rather than just the end result.
Effective questioning.	Gives immediate information to the teacher about which children have achieved the objectives.

and the action taken as a consequence of this behaviour.

Reporting To Governors

After each levelled assessment period, the Head teacher presents to the Governing Body with a summary of issues that have arisen from the assessments and actions planned to address these.

Reporting To Parents

Parent consultations are held three times a year. Teachers provide appointment sheets on which parents sign up for a ten minute interview. Parents also have the opportunity to look at their child's work on these occasions. Teachers also ensure they can meet with parents at other times when necessary.

The basis for discussions is the child's academic progress, including assessment results; targets; attendance and punctuality and behaviour. Parents or teachers may request consultations at other times.

At the beginning of July each parent receives an annual report for their child which comments on their child's progress in each curriculum area, behaviour and gives assessment results for the end of the year. Qualitative targets are also set for the coming year for English, mathematics and behaviour. Each parent has the opportunity to write a comment about their child's progress/annual report. Each child also has the opportunity to comment.

The school's overall results and targets for Years 2 and 6 are also reported to parents via information on the website.

Facilitating Assessment

The Leadership Team at Holy Trinity acknowledges the need for accurate, current data. In order to facilitate time for these assessments there is an understanding that;

- Approximately one week of each term is set aside for assessment, although not necessarily in one unit. For example, it may be necessary to take one day at the beginning and end of each half term
- Release or INSET time may be provided for marking of assessments, completion of paperwork and annual reports
- There is a regular cycle of moderation

Storage of Assessment Information

Children's data is stored on Target Tracker.

Individual Suspension Files

Each class has a filing cabinet containing individual suspension files for each child containing:

Most recent levelled assessments for mathematics and reading comprehension (except at the start of the year)

- Extended writing books
- Previous annual reports
- Parents' feedback from reports forms
- Confidential information e.g. medical/child protection information
- Correspondence between school and parents (as long as it's not confidential)
- Old Parent Meeting Logs