



Christ the King Catholic Primary School



Christ be our light and our guide

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

Assessment Record Keeping and Reporting		
Date	Review Date	Coordinator
September 2017	September 2018	M Ryan

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A.R.R. in Christ the King School

I Development

A.R.R. in Christ the King school has developed through a gradual process of discussion and consultation between classroom teachers, subject co-ordinators, team leaders, across key stages, senior leaders, the head teacher, assessment co-ordinator. We have tried where possible to produce a working document that is both friendly to use and manageable, whilst incorporating the statutory legal requirements.

‘Teacher assessment lies at the heart of the learning process, in that new learning must be matched to what the pupil already knows and can do. It is the teacher in his/her classroom who day in day out undertakes this vitally important task’.

II Principles

Assessment is the process of gathering information

- by teachers about their pupils
- by teachers about their teaching
- by pupils about their progress

Legal requirements and professional obligations determine that assessments should be:

i Accurate

... judgements based upon an agreed, shared understanding of assessment criteria and of how the criteria are reflected in pupils’ work.

ii Consistent and reliable

... judgements made over a time and based upon work from a range of contexts.
... pupils are provided with appropriate opportunities to demonstrate what they know, understand and can do.

iii Fit for purpose:

Formative: (To help pupils to progress, sharing the assessment information with the children may enable teacher and child to work together to identify and make explicit learning goals.)

Diagnostic: (To identify specific strengths and weaknesses/pinpoint the most helpful pathway.)

Summative: (To sum up succinctly what pupils know, understand and can do, usually over a period of time. e.g. end of year or key stage)

Evaluative: (To help with planning for future needs)

Assessment should...

Inform the Next Teachers Planning

this is possible where:

- summative records contain succinct 'in a nutshell' comments about progress, attainment. (Too much detail makes recorded information both difficult to process and to act upon.)
- the process of handing over records includes discussion between the class teacher and the receiving teacher.
- prior to discussion, records are organised into ability groups. This helps to provide context and coherence. It also provides comparative information about individuals within the ability group.
- before new work is done, efforts are made to establish, through questioning and discussion, what pupils already know I understand and are able to do.
- planning is available.
- there are schemes of work, which provide a clear and reliable picture of progression and help provide for the next stage of learning.

III Managing Assessment

- decisions must be made about what the school needs to know about all its pupils. (benchmarks of progress in key skills)
- a time-table or calendar of assessments established. This should be directly related to the whole school curriculum plan. (ASSESS. WEEKS)
- included in programme of assessment (timetable) should be an assessment of key skills.
- decide who shall be informed of any emerging strengths/weaknesses/needs.
- (co-ordinators/team leaders...)
- calendar meetings to discuss findings - assessment/information/evaluation, could be included in regular team subject meetings.

**Assessment timetable is a further development of the
'Assessment Week' idea.
Areas of assessment focused for term/year in all areas.**

IV Assessment in the Classroom

a Assessment of knowledge/skills/understanding.

- understanding is linked both to knowledge and skills.
Pupils' need appropriate levels of understanding in order to apply and use their knowledge and skills effectively.
- pupils' progress in skills/knowledge and understanding is rarely uniform or linear.
- pupils' grasp of concepts and ideas may be transitory. Attainment may be demonstrated one day and not the next. Progress therefore, should be assessed over time and in a variety of contexts. .
- pupils' know and understand much more than they are able to record.
- to find out what pupils know, we must ask them: questioning/discussion/quizzes etc ...
Questions should probe understanding as well as facts, explanations as well as answers.
e.g. 'How do they know..?
Why did you decide to do that..?
What would happen if. . ?'
- progress is demonstrated by the ability to
 - work with increasing independence
 - use challenging resources
 - respond to complex ideas
 - apply skills/understanding in a variety of contexts.

b Helping pupils to assess themselves

- tell the children what they are going to learn as well as how to do the task.
- group assessments/teaching/and discussion give pupils the framework and language to help them focus and think critically about their work.
- give clear indications of how improvements could be made.
- encourage pupils to evaluate and report back on their own work.
- where possible, mark alongside pupils and/or give them strategies/prompts to improve their work.
- help pupils to understand that learning often has its roots in errors.
- encourage pupils to check it out for themselves.
- do not correct what pupils should revise or put right themselves.
- (see group assessment pro forma)

V Monitoring Progress

a The Role of Planning

'Curriculum planning forms part of the recording system because it specifies the curriculum covered, experiences offered, planned learning outcomes. There is no need to repeat this information in another format. Records of children's progress need only relate to their individual achievements, not coverage of the curriculum.'

Planning should:

- enable you to clarify thoughts, support teaching, learning.
- enable you to track pupils learning.

(See steps to planning:)

b Teacher Expectation

Differentiation: teacher expectation has a profound effect on pupil attainment. Assessment & differentiation are two of the key elements that help the teacher know about pupil progress & potential.

Differentiation can mean -

- planning several levels of work around the same context.
- explaining concepts/knowledge in several ways appropriate to the differing abilities within a group.
- providing opportunities that allow for a variety of learning styles.
- expecting different outcomes from the same task or starting point.
- providing resources at appropriate levels to reflect the development levels within a group.
- recognising that some children may need longer time than others to complete their work, may need more reinforcement or repetition.
- providing different tasks.
- using different or modified vocabulary, terms.

b Records of Achievement

Within a Record of Achievement it is possible to recognise that:

- children learn at different speeds; their abilities achievements & development are not fixed.
- learning is not confined to cognitive development; social interactions, personal interests & motivation all play their part.
- children learn more effectively if they know what is expected of them.
- self-assessment compels children to reflect on their achievement & review progress.
- children, teachers & parents can all contribute to the R.O.A. This partnership is a powerful one, which enhances effective schooling.
- concentrating on positive achievements enhances the child's self-esteem & gives greater incentive to succeed.

Pupil Profile

Started in Nursery with entry profile & baseline assessment

- medical notes/welfare etc. confidential
- extra-curricular
- topics studied
- formative/summative records
- pupil profile (teacher)
- reports (parent)
- personal R.O.A.
- end of KS SAT's

On-Going Assessment (TEACHER ASSESSMENT)

- file for collection of observations & formative & summative assessments
- class list
- prompt sheets to aid assessment (aide memoir)
- core subjects
- foundation subjects
- + Observation Book
 - i behavioural/emotional/social
 - iii observationsparent interview notes.

Evidence folder

- samples of work-annotated date
(from assessment) setting
action
- N.F.E.R/QCA/tests etc
- records of reviews/conferences
- any evidence from core/foundation subjects showing significant progress/achievement/written/pictorial/graph photograph etc.
- this is a record of individual achievement, retained by the teacher.
not all work/evidence to be retained – select!
- Annual Reports.

Best Work Folder (children portfolios)

- has work samples (not particularly assess.) collected by the child/teacher
- may include written work/topic/photographs/etc ...
- in addition any certificates of achievement for work/merits/good behaviour/improved attitude etc ... both in & out of school.

Record Book and Data Portfolio

- on-going record of Basic Skills (Reading, Spelling list, I.C.T. School Investment, Maths, High Frequency words, Phonics.)
- pen-portrait and end of year scores

Benefits of 'Best Work Folder' (Portfolio)

- motivating for children
- celebration of child's achievement
- strong element of self assessment in the selection of work
- helps children to be self critical; it also helps to set targets to be achieved
- gives framework of reference for discussion with parents (+ pupil profile + on-going assess.)
- children may include 'home' work-sharing with parents. Makes parents more aware of school's ethos & philosophy
- it encourages children to strive for high quality
- have higher expectations of themselves.

IX Baseline Profiles

Should: identify each child's strengths & learning needs

- inform planning, provision, target setting
- from home into the nursery
- from nursery into the reception class
- as the child progresses across KS1

- identify early indications of SEN/MAT
- provide a starting point from which to monitor, evaluate whole school progression
- effectiveness
- enable the school to work in close partnership with parents
- provide a basis for informing parents about their child's progress
- procedures in planning/assessment/record keeping in Christ the KingNursery:-
- see Foundation Stage Policy

X Bibliography

SCAA Planning

- Desirable Outcomes
- Baseline Assessment Draft Proposals
- Assessment the Management of learning (Ghaye, Johnstone/Jones)
- What Primary Teachers should know about Assessment (Duncan/Dunn)
- Effective Teacher Assessment (Mitchell/Koshy)
- Primary Records of Achievement (Johnson/Hull/Tunstall)
- Tracking Progress in English
- Tracking Progress in Maths
- Tracking Progress in Science
- Notes from INSET Vickers/Smith '95.

XI Appendices

- i. example of subject records/formats
- ii. example of planning formats medium/school & short/nursery
- iii. example of pupil profiles nursery entry
nursery profile
pupil profile.
- iv. example of school end of year report.
- v. Overview of Role and Responsibilities (Vickers & smith)
- vi. Steps to planning (Vickers & smith)
- vii. Assessment Timetable
- viii. Aide Memoire
- ix. Group Assessment Pro-forma
- x. Planning & Organising Evidence

An Overview of Roles, Responsibilities & Liaison

Class Teacher and Team Leader

On going monitoring and assessment. Sample work from across ability groups as block/cycle concludes. Note significant strengths, weaknesses, needs.

Liaise with co-ordinator. Use samples of work to illustrate standards of class/team and to create a class/team PORTFOLIO.

Class/Team Portfolio

Is an annotated collection of work that reflects standards across the class/team. It is used to inform planning and priorities.

Subject Portfolio

Is drawn up by using samples of work as they emerge throughout the year. It is used to inform planning and priorities.

Headteacher Senior Management Team

Establish whole school assessment framework. Monitor assessment outcomes. Establish systems and structures for liaison and communication. Analyse, interpret and evaluate assessment information, seek out essential information. Prioritise, take prompt action.

SCHOOL DEVELOPMENT PLANNING.

Assessment & Subject Co-ordinator

Liaise with teachers/team. Make brief note of overall subject strengths, weaknesses, needs. Check that outcomes reflect policy, scheme of work. Consider effectiveness of resources.

Analyse outcomes with regard to ability groups, gender, ethnicity etc. Liaise with H.T. and Senior Management Team. Use appropriate samples to prepare SUBJECT PORTFOLIO.

Steps To Planning and Assessment

WHAT

Identify

- Content of P.O.S.
- Lead subject/topic
- Progression from schemes of work
- Priorities
- Timescale

WHY

Identify

- Learning intentions (objectives)
- Key ideas, skills, knowledge and understanding

REMEMBER

This becomes the blueprint for assessment. You will check out how well your expectations and intentions have been met.

HOW

Decide

- The most appropriate tasks and experiences to achieve the learning objectives
- Appropriate resources
- How key skills will be integrated into activities
- How teaching will be differentiated for ability groups.

REMEMBER

- The quality of the task will enhance or limit learning
- The task(s) must allow pupils to develop skills, deepen understanding.

OUTCOMES, EXPECTED STANDARDS

Decide

- What the work should involve and look like as it completed successfully
- What will be produced?
- What differences may there be between ability groups?
- Make a brief note of this in your planning.

ASSESSMENT

CHECK planned intentions. Well matched work will reveal few surprises but, look for, common errors, misunderstandings, areas of and for improvement. Use this now as a basis for your judgements. What were the overall strengths and weaknesses of the group/individuals? Record only significant information.

NEXT STEPS

Analyse, Evaluate and Decide

- What would help the group and/or individuals to improve or move on. Consolidation? More challenging work?

Assessment Timetable			KEY SKILLS
AUTUMN	1. En. Someone I Know Speaking & Listening :	Basic Skills Whole School Writing Personal Recounts	Ongoing Speaking & Listening
	2. Report Writing Imaginative ART : seated figure	<ul style="list-style-type: none"> • Science AT1 + Knowledge and Understanding Maths Topic Investigation (R.E. Self-Ass) 	Reading Writing Number
SPRING	3. En. Speaking & Listening: Whole School Writing	Collaboration Discussion	Measures Data Handling
	4. Writing Persuasive	<ul style="list-style-type: none"> • Science • Maths • Technology • (P.E. Self Ass.) 	I.T.
SUMMER	5. Personal Response to text Whole School Writing History }knowl. Geography }knowl.	P.E. End of Key Stage Tests	Measures Data Handling
	6. Reading * Science Maths N.F.E.R. En & Ma	Update main assess for summative records REPORTING to PARENTS	I.T.

Aide Memoire ...

Monitoring & Assessment

Looking at children's' work.

The focus for the Co-ordinator, Headteacher, Senior Management Team.

- Entitlement? Breadth? Balance?
Spread of work across subjects? Linked to planning?
- Opportunities for sustained work that develops and improves over time?
- Evidence of differentiation?
Access and support for less able pupils?
Challenge for more able?
- The impact of resources on learning?
- Indications of equality of opportunity?
- Marking policy - is it implemented appropriately? Feedback to pupils? Consistency across the school?
- Relevance of tasks to intended learning?
- Use of errors? Do comments help children to improve their work and suggest ways forward?
- Evidence of independent work?
Development of ideas?
- Evidence of collaborative or co-operative work?
- Indications of progress of the curriculum between and across year groups?
- Is there continuity of learning between classes and across key stages?
- Progress of pupils - rate? pace?
Gains in knowledge, skills, understanding?
- Do progress and attainment reflect school aims, policy and subject scheme of work?

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Assessment:

Date:

Teacher:

Class:

Name:

Focus:

Ability Group:

Additional Information:

How did the group respond?

Individual Pupil Progress

Next Steps (group)

Next Steps (individual)

Planning and Organising the Use of Evidence

- First of all, establish what you want to know and assess. This will determine where, when and how you will identify and use the evidence that will shape your judgements. For example:
 - Some evidence is available constantly and can be used at any time. Examples include:
 - handwriting
 - computation
 - some reading skills
 - listening
 - attitudes to work
 - ability to take responsibility for work
 - Some evidence is available regularly. Examples include:
 - story writing, drafting
 - application of ATI Maths, ATI Science
 - LT. skills
 - problem solving, investigative work
 - measures
 - library and research skills.
 - Some evidence is available infrequently. Examples include:
 - some work in science such as electricity
 - some study units in history and geography.
- Some evidence is immediate and available at the time. Examples include:
- speaking
 - questions, answers
 - group skills, discussion
 - performance skills, e.g. P.E., music
- These categories will influence both planning for and organising assessments.
 - Do not store evidence that no longer provides significant and relevant information.

**Assessment
English**

- Writing Someone I Know
- Independent Whole School Writing tasks x3 if possible (re-tell R/Y1) unaided looking at structure (annotation needed)
- Handwriting
- Non Fiction x 2 (letter, recount etc.)
- High frequency words – Literacy folder (see Maureen)
- Reading Records – book record + assessment sheet from scheme with comments
- Speaking and Listening x 2 Response to text + Discussion – collaborative
- N.F.E.R. or Q.C.A. test material Y3/Y5

Science

- AT1 Investigation recent
- Knowledge/content of each topic studied

Maths

- AT1 Investigation recent
- Number (Levels)
- Topic
- N.F.E.R. or Q.C.A test material Y3/Y5

Pupil Profile

- Attitude to learning/approach etc
- Core subject to be levelled (KS2 individual At in English)

R.E. + Self-Evaluation

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Art

Piece from Art week x3

Headteacher:	M. Ryan	Date:	September 2017
Chair of Governing Body:		Date:	September 2017