



Nightingale Primary School

## **Assessment, Recording and Reporting Policy**

### **Assessment**

At Nightingale Primary School, assessment is used to determine children's current levels of attainment, to inform planning and to move children on in their learning. Continued monitoring of each child's progress ensures that children make good progress from their individual starting points and are met with appropriate levels of challenge. Teachers use assessments to check what has been remembered, what skills have been acquired and what concepts have been understood. Children are guided to become reflective learners who are involved in raising their own expectations. Attainment is compared with the child's previous work, but also against children in the cohort, against the LA and Nationally.

Our assessments will also provide information for others including:

- Parents to show progression/concerns, and involve them in the teaching process
- Other teachers and staff to help them plan and gain informed views
- Outside agencies to provide evidence of attainment/progress
- SENDCo to provide evidence of attainment/progress

### **Planning Assessments**

Formative and summative assessments are incorporated into the planning process at carefully considered points. Directed time is allocated for staff to plan each week. It is expected that all staff will support each other through their subjects and expertise. Planning should indicate appropriate assessment opportunities.

## **Teaching Strategies and Learning Opportunities**

At Nightingale Primary School, we provide learning experiences which accommodate a variety of learning and teaching styles. We use adaptive teaching strategies to meet individual need and enable all pupils to be successful. Teachers know their pupils well and are able to engage in professional dialogue around the needs and strengths of the children whom they teach. This is particularly important in subjects where attitudes and verbal responses are the measure of the child's learning and achievement.

### **Keeping Evidence**

A range of evidence is kept in the form of:

- Assessment data relating to the HAM grids
- Evidence to support the Interim teacher assessments for the end of each key stage
- Test results
- Children's books
- Personal Learning Plans (PLPs)
- Teachers' observations

### **Formative Assessment**

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. Regular assessment enables teachers to monitor progress, identify what has been learned and to inform planning and grouping. These types of assessment take place on a regular basis and include:

- Individual assessments
- Group assessments
- Class assessments
- Tracking against Prior Attainment Groups (PAGs)
- Vulnerable group tracking

Through -

- Observation
- Discussion
- Hard evidence

### **Diagnostic Assessment**

Diagnostic assessments are used by staff to help identify strengths and weaknesses of individual children. This is done through:

- Individual programs of work
- Personal Learning Plans (PLPs)

- Target setting
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the SENDCO.

### **Summative Assessment**

Summative assessments are used to help us decide what a child can do at a particular time, and can be used as comparators. This is done through:

- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
- End of Key Stage results - SATs
- Phonics assessments
- Maths and reading assessments
- Use of HAM grids and the National Curriculum to assess whether children are at age related expectations (ARE)
- Use of SIMs to track throughout the year

### **Recording**

Recording needs to be ongoing, manageable and useful. At Nightingale the purpose of recording is to:

- Help teachers monitor children's progress
- Recognise achievement and celebrate this with the child.
- Aid memory
- Note strengths and weaknesses in relation to age related expectations.
- Document evidence
- Inform planning
- Form a basis for reporting to:
  - Children
  - Parents
  - Other schools
  - LA
  - Government
- Provide a summary for discussion, and informs verbal and written reports

All records will be available for staff to access, and will be completed by teachers, support staff, and other professionals as appropriate.

## Reporting

### Written:

The report format provides opportunities for comments by the:

- Class teacher
- Parent
- Pupil
- Headteacher

Our reports written in the Spring term are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing against their own targets and against the cohort in general.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence. Number of times late is also added. Opportunity is given for parents to discuss this report with parents.

### Verbal

Parent's evenings are held in the autumn and spring and the end of the summer terms. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings.

Workshops are provided covering various areas of the curriculum and school life.

### Between Staff

It is important that discussion takes place before children transfer into another class, between class teacher and SENCO, and between teaching and non-teaching staff.

**Date of Policy Approval:** Autumn 2023

**Date of Next Review:** Autumn 2025