



Nightingale Primary School

Assessment, Recording and Reporting Policy

Assessment

At Nightingale Primary School, we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be 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 hard evidence of attainment
- SENCO to provide hard evidence of attainment

Planning Assessments

It is important that formative and summative assessments are incorporated into the planning process. Our curriculum plans for all subjects include an overall map for all subjects and are given to the Head teacher at the start of each half term. 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 School, we provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching

styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account of adult perception as well as task and test results to analyse strengths and weaknesses of a child. This is particularly important in subjects where attitudes and verbal responses are the measure of the child's learning and achievement. This is evident in subjects such as RE, PSHE and Citizenship.

Keeping Evidence

A range of evidence is kept in the form of:

- An assessment file using 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' notes of 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. It helps teachers monitor progress, provide motivation for the children and helps inform planning. 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 SENCO.

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
- PIRA and PUMA results
- 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 School the purpose of recording is to:

- Help teachers monitor children's progress
- Recognise achievement and celebrate this with the child.
- Aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.
- 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
- Head teacher

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.

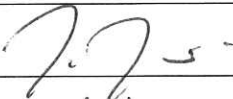
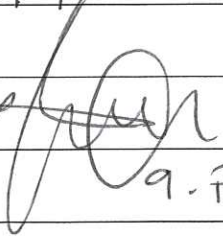
Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence. Number of times late is also added. Opportunity is given for parents to discuss this report with parents.

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.

Approved by Headteacher:	
Signed:	
Date:	13/02/18.
Approved by Governing Body:	
Signed:	
Date:	9. February 2018.
Review date:	13.02.19