



OXFORD HOUSE SCHOOL

Assessment, Recording & Reporting Policy

Oxford House School

Assessment, Recording and Reporting Policy

Purpose

The purpose of this policy is to outline the rationale and approach to assessment, recording and reporting in our school. This policy has four parts:

Part 1: Assessment

Part 2: Recording assessment information

Part 3: Reporting to parents

Part 4: Evaluation

Assessment

At Oxford House School 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 their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the teaching process
- Other teachers to help them to plan and gain informed views
- Outside agencies to provide hard evidence of attainment
- Special Needs Co-ordinator to provide hard evidence of attainment

Planning Assessments

At Oxford House it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do

How do we plan?

Teachers at Oxford House follow the study programmes for each subject.

Short-term plans are completed and may be amended retrospectively and activities, learning objectives, plans for differentiation, resources, assessment opportunities and evaluations are included.

Daily plans are also completed by individual teachers.

Planning takes place annually to review topics and other areas of curriculum provision.

The whole staff works as a team to review assessment issues and procedures that operate at Oxford House on a regular basis.

Assessment opportunities are included in all teachers' medium and short-term plans, and these form the next stage of teaching and learning.

Our planning identifies:

- What the assessment is
- Who it is for (individual, group, class)
- What evidence will be collected
- The success criteria

These might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

Teaching Strategies, Learning Opportunities and Differentiation

At Oxford House, we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences that accommodate a variety of learning and teaching styles. We are aware that there are a range of differences between children, not just 'ability', and we try to build on what individual children know and can do.

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

Within each class, activities are provided which require different groupings of children (that is in pairs, groups, individual or whole class).

We actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and we try to build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals

Keeping Evidence

A wide range of evidence is kept in the form of:

- Achievement file for each individual child initiated in the EYFS and follows through to Form VI

- Class grids and lists
- Variety of reading and language records
- Children's books and folders
- Teachers' notes of observations
- Test results
- Pupil asset which tracks/monitors each individual's progress

Formative Assessment

All teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning and be able to monitor their performance over time to assess the extent of value added. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments

Through:

- Observation
- Discussion/providing feedback and pupils responding
- Hard evidence
- Quick recap questions
- Quizzes

Diagnostic assessments may be carried out as necessary. These can be linked through the SENCO or outside agencies

Summative Assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Regular assessments for curricular records
- Reports: At different times throughout the year.
- NFER, ISEB, CAT, NGRT, Baseline Assessment 11+ testing
- Reviews for pupils with SEN and/ or disabilities

SEN/ Disabilities

- . Regular meetings with Teachers/TA's
- . Fortnightly observations at least
- . Regular checks of current attainment levels to ensure progress is being made

- . Regular reviews with parents/pupils

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups and classes.

Evaluations are carried out weekly through our planning and topic evaluations. This information helps each teacher plan the next stage forward.

Ways of Assessing

We must not make this complicated. Teachers at Oxford House School assess in a variety of ways using sophisticated techniques of assessment.

These are:

- Observation
- Speaking and listening
- Hard evidence – teacher/child work, test/task

Methods of Assessment

These methods include standardised summative assessments which are externally set, marked and standardised.

	Form of Assessment
<u>Nursery</u>	Early Years Assessment Two year check where appropriate
<u>Reception</u>	Baseline Assessments September Reading age tests at the end of the Summer Term. NFER Progress tests in Maths & English – May Continued assessment by class teacher
<u>Form 1</u>	NEW Group Reading Test - June NFER Progress tests in Maths & English – May New Group Reading Test – October & May Levelled Writing – October, February and May Continued assessment and moderation by class teacher
<u>*Form II</u>	NEW Group Reading Test - June

	NFER Progress tests in Maths & English – May New Group Reading Test – October & May Levelled Writing – October, February and May Continued assessment and moderation by class teacher
<u>*Form III</u>	NEW Group Reading Test - June NFER Progress tests in Maths & English – May New Group Reading Test – October & May Levelled Writing – October, February and May ISEB maths assessment termly Continued assessment and moderation by class teacher
<u>*Form IV</u>	NEW Group Reading Test – June NFER Progress tests in Maths & English – May New Group Reading Test – October & May Levelled Writing – October, February and May CAT Tests - September ISEB maths assessment termly Continued assessment and moderation by Class Teacher
<u>*Form V</u>	NEW Group Reading Test – June NFER Progress tests in Maths & English – May New Group Reading Test – October & May ISEB maths assessment termly Continued assessment and moderation by class teacher
<u>*Form VI</u>	NEW Group Reading Test - June NFER Progress tests in Maths & English – May New Group Reading Test – October & May ISEB maths assessment termly CAT Tests - September Continued assessment and moderation by class teacher

*Forms II to VI-Bond Assessment Papers in English, Maths and Verbal Reasoning
Form I Maths Bond Assessment Papers in summer term

Recording

Recording needs to be ongoing, manageable and useful, not just completed.

The purpose of recording is to:

- Help teachers monitor children’s progress – many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through recognising the value of children’s achievements in and out of school through recognition during assemblies, by displaying good work, through teacher and class appreciation.

- 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
- Document evidence
- Inform planning. This should include:
 - What the child is to do next
 - Future planning for the next academic year
 - Future schools
 - Parents
 - Child
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
- Provide a summary for discussion, that is informative both verbally and in written reports

What should we record?

At Oxford House School we record:

- Children's progress in subjects– these are recorded in the children's annual reports and in the year group summary sheets
- Strengths and weaknesses – appropriate comments are made on reports and in records
- Qualities, skills, achievements and interests – these are recorded in records of achievement and in comments on reports
- Individual needs are identified through individual assessments

Curriculum Records

Teachers record progress and achievements in each curriculum area, and record information about each child.

Reporting to Parents/Carers

Written Reports

The report format provides opportunities for comments by:

- Subject Teacher
- Form teacher

The reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are

written in February and July. Opportunity is given for parents to discuss the report with the class teacher at Parent Evenings or by personal interviews.

Home/reading records provide a two-way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read on a regular basis, in the lower school.

Verbal

Parents' Evenings are held twice a year, one in March in the form of an Open Evening which welcomes prospective parents to visit our school, as well as current parents to attend and discuss with teachers, then one in November for current parents only. Parents have the opportunity to discuss their child's progress with the teachers. School records are used to inform these meetings.

Personal interviews with parents are arranged before or after school in addition to parent Evenings /Open Days, at a mutually convenient time.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff in developing a partnership with parents, enabling a full picture to be given of their child and the curriculum provision and learning opportunities provided by school.

Between staff

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

Reviewed: by Mrs S Leyshon and Mrs A Hall, Cognita updates checked February 2017

Review: February 2018 or sooner if deemed necessary/ in line with updates by Cognita