

*"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."*



## Hilltop Infant School Assessment, Recording and Reporting Policy

Ratified by the Governing Body Spring 2010

Signature \_\_\_\_\_

Chair of Governors

Due for Review Autumn 2011

# Assessment Recording and Reporting Policy

## Introduction

At Hilltop Infant School, assessment offers all pupils an opportunity to show what they know, understand and can do and where they need to develop further.

- Assessment is an integral part of the process when planning the curriculum.
- Assessments made by the teachers inform daily and weekly planning and allow the learning to be matched to the needs of the pupils.
- We recognise that assessments are not restricted to national curriculum subjects.
- We endeavour to actively involve pupils in their own learning.
- Teachers identify targets for learning and ways of achieving them.
- We recognise the influence assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning.
- Assessment of pupils' learning is reported to parents in a way that identifies achievements and what the child needs to do to improve.
- Core assessment data is updated each year and passed to the receiving teacher or school to aid future planning.
- We use assessment information to support the target setting and planning process.

## Planning learning

Long term planning reflects the whole school curriculum framework.

This is based upon the Early Years Foundation Stage (EYFS) curriculum, National Curriculum objectives, literacy and mathematics frameworks and time available, ensuring a broad, balanced and exciting curriculum.

Medium term planning identifies key learning objectives for assessment. It identifies intended progression and learning outcomes for classes.

It takes into consideration a range of teaching techniques and assessment approaches, which reflect our pupils' different learning styles.

Short term (daily) planning contains clear, specific learning objectives for assessment. It takes into account pupils' prior knowledge, skills and understanding and a range of learning styles.

It identifies what will be assessed for pupils or groups, how this will be done and who will do it.

## **Assessment for learning** (Formative Assessment)

Pupils know what they are learning, what they have achieved and how they can improve.

They are provided with regular opportunities to reflect and talk about their learning, progress and targets.

Shared ways forward are agreed between pupils and teachers which focus on how pupils will achieve their targets. Parents and carers are also involved in this process at consultation meetings and via written reports.

Teachers use a range of assessment methods, particularly observation and questioning, and the outcomes of assessments are used to decide what to do next with individuals, groups or the class.

Other adults working in the classroom are clear about their role in assessment and communicate significant information about pupils.

Staff meet regularly to moderate assessments.

Samples of children's written work are collected throughout the year to assist with tracking progress.

## **Marking and providing feedback**

Prompt and regular marking occurs in all classes and all subjects.

The marking process includes both verbal and written feedback.

Marking focuses on the learning objectives as the criteria for success.

Pupils are provided with opportunities to assess their work.

Marking strategies help the pupils understand what they have achieved and what they need to do next to make progress.

The outcomes of marking, along with other information, are used to adjust future teaching plans.

See Appendix A for current marking strategies.

## **Assessment of learning** (Summative Assessment)

The current requirements and guidance for statutory assessment are understood and followed.

A 'best fit' approach is used when working with level descriptors.

Consistent judgements are reached through activities that promote shared understanding of standards.

Assessment of learning information is used to monitor progress and evaluate the quality of teaching and learning in the classroom.

Children are assessed throughout the Reception year to create a Foundation Stage Profile. At the end of Year 1 class teachers assess levels of attainment. At the end of Year 2, the class teachers make end of Key Stage 1 assessments. Ongoing assessments as well as the use of nationally produced tasks and tests are used to inform these judgements.

See Appendix B for assessment timetable.

## **Diagnostic Assessment**

To help identify strengths and weaknesses of individual children, staff may carry out diagnostic assessments.

This is done through:

- Individual programmes of work
- Provision maps
- Target setting
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the SENCO and Inclusion Manager.

## Recording and Evidence

There is an agreed, whole-school set of pupil records. These are updated regularly and used to track progress.

Teachers record pupils' progress against key learning objectives, which then informs future planning.

Samples of assessed work are kept to exemplify agreed standards and to model success.

Records, which are passed on, are useful, clear and easy to interpret.

Records enable reports to be written easily.

Whole school records provide the information required for the Common Transfer Form.

Information from the previous teacher is used to plan work in a new class.

See Appendix C for details of target tracking sheets.

## Reporting to parents and carers

There are opportunities for teachers, pupils and parents/carers to talk together.

Efforts are made to ensure that parents/carers understand the information given to them about their child's attainment and progress.

Reports outline strengths in all aspects of school life and indicate the areas that need to be developed.

Timing of reports allows appropriate discussion and action to take place.

Statutory requirements for reporting are met.

## Transfer and Transition

Transition into school - gathering information from pre-school settings and families.

When pupils move schools, there are procedures in place to ensure that the right information is forwarded within the appropriate timescale.

The information transferred to the next school meets the statutory requirements.

When pupils stay in the same school, information is passed on to the next teacher in time for effective planning to occur.

## Management and Monitoring

Procedures are in place to monitor and evaluate what is happening in all aspects of assessment, recording and reporting.

Curriculum co-ordinators monitor the planning and delivery of their subjects through scrutiny of short-term plans and pupils' work.

There is a member of staff with overall responsibility for assessment, recording and reporting in each Key Stage.

All staff are entitled to current training in aspects of assessment, recording and reporting.

Using assessment information to monitor progress.

Assessment information about each pupil is used to track the individual's progress.

Attainment is analysed for each cohort and is used to set appropriate targets.

Progress towards targets is checked regularly for all pupils and year groups.

The performance of specific groups is monitored by SENCO and Inclusion Manager, e.g. gender, ethnicity, EAL, SEN, looked after pupils, gifted and talented pupils.

National and local data is used to provide a comparison with other schools.

Analysis of information informs decisions about what to include in subject action plans and school improvement plans.

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Hilltop Infant School  
Marking *Policy*

## **Introduction**

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment. Ideally all work should be discussed and marked with the child present. However there are many occasions when this is not practical or possible.

## **Aims**

- to improve child's motivation and self esteem
- to correct and assess
- to provide opportunities for self evaluation by the child
- to identify an set realistic targets by providing constructive comments, verbal or written as appropriate
- to inform child of progress made
- to inform parents and teachers of progress and achievements/attainment in specific work
- to extend and challenge child's thinking
- to have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.

## **Objectives**

- child will understand and be able to explain teacher's marks and written comments
- child can comment confidently on own work
- child can begin to reflect on own progress
- child will recognise own achievements and show awareness of what he or she needs to do next to make progress
- child can begin to be involved in setting own realistic targets

## **Strategies**

- provide positive and constructive feedback in verbal and written form
- provide praise, encouragement and reassurance to raise child's self esteem
- observe and comment to reinforce specific learning
- correct sensitively and constructively and it is accepted that not all comments will provide praise  
*comments may occasionally show displeasure about effort or time taken, if comment is appropriate*
- ask questions to establish understanding and enable child to proceed
- ensure objective and success criteria is made clear to the child
- focus the response on the learning objectives and criteria for success
- provide support by offering suggestions or asking specific questions
- ask open questions to challenge and extend child's thinking
- provide opportunities for child to read comments on work either with peers or with the teacher and share the comments with the children who may find difficulty reading them independently
- provide rewards e.g. stickers and chart, team points, star of the day, star of the week
- mark work and make written comments or symbols in line with policy throughout school

- **Writing**      **Comments on child's work:**

- will usually be brief but positive
- should be constructive
- should be a model of school's handwriting
- should have spelling and punctuation that is accurate
- comments will be relevant
  - a) content of work in order to provide feedback to child that it has been read as in a child's news or diary where reference is made to events or feelings
  - b) the learning objective and success criteria as explained by teacher at beginning or writing activity so comment will refer to specific teaching points as well as independent use or resources
  - c) future targets
  - d) presentation of work
- comments should be initialled if mark by anyone other than class teacher

**Writing**      **Marking Key**

- Comments and marks will be made to correct children's work and children should be made aware of their meaning and learn to use them to self-correct
- Teacher marks in coloured pen/child in pencil to show self-correction

Spelling mistakes      -      squiggly line underneath word  
**went**  
(appropriate to child)      write correct spelling above  
**whent**

Punctuation      -      straight line underneath the beginning      **T**  
**t**      letter of word and put the correction      **t**  
**I**      above. Misplaced capitals may be circled.

Inserting words      -      use an insertion mark  
^

Word child wishes      -      happy  
to delete

Spaces between words -  
/

Paragraphs      -      //

## Mathematics

Focus of the marking is to bring attention to the work that is correct or incorrect, ticked if correct or marked to show errors. Opportunities are given for the child to repeat some work in positive way with 'think again' approach.

- In mathematics book a tick by the teacher will often be sufficient, if work is correct. A comment that is useful to the child and may relate to a sufficient achievement may sometimes be added.
- In number work, if the answer is incorrect mark      and put a *think again box*  
e.g.       $7+2 =8$

Children should be encouraged to record what they have used to help them, using the following key:



multilink or unifix cubes



counted using my fingers



A ruler or number track



thinking using my brain  
(mental calculations)

- children to use traffic light system to self-assess own work

*red circle*      - *I found this difficult and need more help*  
*amber circle*   - *I am a little unsure and would like some more help*  
*green circle*    - *I understood my work and did it independently*

## Appendix B

### Summary of Assessment, Recording and Reporting

# Hilltop Infant's KS1 Assessment Timetable

	<b>KS1</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Salford Reading Age Tests for all children (Sept)</li> <li>• Schonell Spelling Age tests for all children (Sept) <i>Data for both the above to be saved in Excel 'Hilltop Tracking Data' grid by end of Sept.</i></li> <li>• Year 1 teachers to assess children, giving them levels in reading, writing and Maths as until this point, levels will be relating to the EYFS Profile</li> <li>• Start filling in yellow, red and white class grids</li> <li>• Meet previous teachers of current classes to confirm targets set (Early Oct in staff meeting).</li> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before halfterm holiday).</li> <li>• Level an unaided piece of writing (in week before halfterm holiday). Data to be recorded in Hilltop Tracking Data.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Level an unaided piece of writing and record teacher assessment level in Hilltop tracking Data (by end of term).</li> <li>• SATS equivalent reading test - able Yr 2 readers to use 'old' SATS comprehension papers. Other Yr 2 and all Yr 1 to do reading task with running record and verbal questioning (see separate folder).</li> <li>• Maths test to ascertain level. <i>All above teacher assessments to be recorded in both Hilltop Tracking data and on coloured grids</i></li> <li>• Review targets set for children (in week before Christmas holiday)</li> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before holiday).</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Salford Reading Age Tests for all children (Feb). Data to be saved in Hilltop Tracking Data grid by end of Feb.</li> <li>• Schonell Spelling Age tests for all children (Feb). Data to be saved in Hilltop Tracking Data grid by end of Feb.</li> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before half term holiday).</li> </ul>

	<ul style="list-style-type: none"> <li>• Level an unaided piece of writing (in week before halfterm holiday).</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Schonell Spelling Test for intervention groups only (April).</li> <li>• Salford reading Age Test for intervention groups only (April).</li> <li>• Level an unaided piece of writing and record teacher assessment level in Hilltop tracking Data (by end of term).</li> <li>• SATS equivalent reading test - able Yr 2 readers to use 'old' SATS comprehension papers. Other Yr 2 and all Yr 1 to do reading task with running record and verbal questioning (see separate folder). Data to be recorded in Hilltop Tracking Data.</li> <li>• Test Maths levels</li> </ul> <p><i>All the above data to be recorded in Hilltop Tracking Data and reading, writing and Maths levels also to be recorded in the coloured grids (in week before the holiday)</i></p> <ul style="list-style-type: none"> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before holiday).</li> </ul> <p>Review targets set for children (in week before holiday)</p>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Yr 1 -Level an unaided piece of writing (in week before halfterm holiday).</li> <li>• Yr2 SATS papers</li> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before halfterm holiday).</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Individual target setting for all children July</li> <li>• Yr 1 - Level an unaided piece of writing and record teacher assessment level in Hilltop tracking Data, carry out reading and maths assessments (by end of term)</li> <li>• Update coloured grids and Hilltop Tracking data for reading, writing and Maths. Science level also to be recorded in Hilltop Tracking Data for Year and 1. SATS results to be entered for Year 2.</li> <li>• Assess all children in Foundation Subjects and Science using Foundation Assessment sheets (in week before holiday).</li> <li>• Update/complete individual APP sheets for sending to new class</li> </ul>

# Hilltop Infant's EYFS Assessment Timetable

	<b>EYFS</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• On Entry Assessments (Sept - Oct), including levelling an unaided piece of writing. <i>NB Data to be given to EYFS leader by end of Oct.</i></li> <li>• Word checks (by end of half term)</li> <li>• ERP sounds (by end of half term)</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Word checks - ERP sight words (by end of term)</li> <li>• ERP sounds</li> <li>• Level unaided piece of writing</li> <li>• Update EYFS Profile (by end of term)</li> <li>• ICT Skills checklist</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Word checks - ERP sight words (by end of half term)</li> <li>• ERP sounds, including naming letters and writing them (by end of half term)</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Word checks - ERP sight words (by end of term)</li> <li>• ERP sounds, including naming letters and writing them (by end of term)</li> <li>• Level unaided piece of writing</li> <li>• Update EYFS Profile (by end of term)</li> <li>• ICT Skills checklist</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Word checks - ERP sight words (by end of term)</li> <li>• ERP sounds, including naming letters and writing them (by end of half term)</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Individual target setting for all children (July).</li> <li>• Level an unaided piece of writing using EYFS Profile or national curriculum standards where applicable and record in Hilltop tracking Data (by end of term).</li> <li>• ERP sounds, including naming letters and writing them (by end of term)</li> <li>• Update EYFS Profile (by mid-June)</li> <li>• ICT Skills checklist</li> </ul>

## **Pupil Tracking Sheets**

At the beginning of the year each teacher in Yr.1 is given target tracking sheets for Numeracy, Writing and Reading. These are collated by the assessment co-ordinator. In Yr.2 the teachers are given a tracking sheet for Numeracy, Writing, Reading, Speaking and Listening and Science. Each term the teachers review the children's progress against their target and update the children's targets for the end of the year. This information is then passed on to the assessment co-ordinator and the Headteacher. Children who are not on course to achieve their targets can be identified and staff will work together to support the child in meeting their targets.