The Valiant School

Assessment, Marking & Record Keeping Policy

(EYFS, KS1, KS2)

**POLICY**

**CONTENTS**

[1. Aims 3](#_Toc12683)

[2. Legislation and Guidance 3](#_Toc12684)

[3. Principles of Assessment 3](#_Toc12685)

[4. Assessment Approaches 3](#_Toc12686)

[5. Collecting and Using Data 4](#_Toc12687)

[6. Reporting to Parents / Carers 4](#_Toc12688)

[7. Inclusion 5](#_Toc12689)

[8. Training 5](#_Toc12690)

[9. Roles and Responsibilities 5](#_Toc12691)

[10. Monitoring 5](#_Toc12692)

[11. Links with Other Policies 6](#_Toc12693)

# 1. Aims

This policy aims to:

* Provide clear guidelines on our approach to formative and summative assessment.
* Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents / carers.
* Clearly set out how and when assessment practice will be monitored and evaluated.

# 2. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)

It also refers to statutory reporting requirements set out in [the Education (Pupil Information) (England) Regulations 2005: schedule 1.](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made)

# 3. Principles of Assessment

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

The aims of assessments are to enable:

* Staff to make an informed judgement as to the progress and attainment and whole development of the child.
* Staff to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress.
* Target setting (realistic but challenging targets to raise achievement).
* Pupils to demonstrate what they know, understand, and can do in their learning.
* Pupils to have an active role in identifying their own learning needs and know how to improve their work.
* Parents and carers to support their child’s learning.
* Leaders to evaluate and continually improve on the quality of provision for all pupils.

# 4. Assessment Approaches

At The Valiant School, assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment if applicable to the pupils needs.

Consistent verbal feedback and next steps are used to help the child progress while on task.

4.1 In-school Formative Assessment – see marking section 4.4.

Effective in-school formative assessment enables:

* **Staff** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
* **Pupils** will be encouraged to evaluate their own work against the learning outcomes of the lesson.
* **Parents and carers** will have regular contact with staff to provide an overview of where the child is at and how they can support at home.

A wide range of formative assessment techniques are used including Verbal feedback and marking, questioning, self and peer-assessment, observations.

Evidence will be used to ensure misconceptions are addressed and any gaps in learning are identified so that they can be addressed in next steps. This evidence ensures a clear picture of the children’s knowledge and understanding is gathered.

Self-assessment takes place in different forms as appropriate to the age and ability of the pupils. Refer to individual school’s marking/feedback/teaching and learning policy, which can be found on the website.

4.2 In-school Summative Assessment

Effective in-school summative assessment enables:

* **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with Staff to ensure pupils are supported to achieve sufficient progress and attainment.
* **Staff** to evaluate learning at the end of a unit or period and the impact of their own teaching.
* **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
* **Parents and carers** to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

The school uses a range of summative assessment approaches to ensure the pupils are accurately assessed. Tools will vary according to the ability of the child. Once judgements have been made upon the child’s knowledge and skill a range of assessment recording tools may be used which vary in different subject areas. Review of pupil matrix will take place at regular intervals (six weekly) to ensure targets reflect individual pupil needs.

4.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

* **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with staff to ensure pupils are supported to achieve sufficient progress and attainment.
* **Staff** to understand national expectations and assess their own performance in the broader national context.
* **Pupils and parents and carers** to understand how pupils are performing in comparison to pupils nationally.

If pupils are capable, they will be able to participate in Nationally standardised summative assessments these include:

* Early Years Foundation Stage (EYFS) profile at the end of Reception.
* Phonics Screening Check in Year 1.
* National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

These will be organised with the pupils school and results can be used on their national records.

4.4 Marking and verbal feedback.

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress and how they can improve.

• Create a dialogue between pupil and staff or other adults:

• Ensure continuity for full time pupils or pupils who have more than one teacher during their placement;

• Signal areas of achievement / for development to adults and pupils to inform future planning;

• Aim to raise the achievement and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work;

• Support the pupils in taking ownership (age appropriate) of their own progress.

Feedback and Marking provides opportunities to celebrate and acknowledge achievement, progress and effort;

• It provides opportunities for prompt and regular written or spoken dialogue with the pupil;

• Staff and pupils are clear about the learning outcomes of the lesson and the steps to success and marking is directly related to these;

• Staff and other pupils provide constructive suggestions about ways in which the pupil might improve his/her work;

• Staff and pupils agree the next steps;

• Staff and pupils follow up agreed targets to see how far they have been achieved.

• Pupils are encouraged to review and self-correct the work themselves before handing it in or discussing it with the staff;

• Pupils are given the opportunity to self assess in pairs or in groups;

• Pupils are given the time to act upon the feedback given throughout the lesson.

• Staff are selective in the aspects about which they choose to comment;

• Staff comment on positive aspects of the work and on areas for development;

• Staff recognise effort as well as quality;

• Staff use the information gained together with other information, to adjust future teaching and learning strategies;

• Immediate verbal feedback is given during lessons to develop children’s ideas and to help them progress in their learning;

• Staff differentiate feedback while ensuring that all pupils know how they can move forward.

• The Feedback and Marking Section of this Policy has been discussed with all members of staff and the practice reflects school policy.

# 5. Collecting and Using Data

Assessments will be recorded at 3 times during the year. This will be shared and discussed staff and Senior Leaders. It will be used to inform the management committee members of the progress and attainment within school. It will also be used with external regulatory bodies.

# 6. Reporting to Parents and Carers

Pupil progress will be reported to parents at least once a week.

All children will get a weekly report that is given back to schools. This will include

* Comments on general progress.
* Behaviours and attitude during the school week.

# 7. Inclusion

The principles of this Assessment and Record Keeping Policy apply to all pupils, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

# 8. Training

* Staff will be provided with regular opportunities to moderate evidence and discuss with peers to ensure good understanding of assessment and assessment practice among all staff.
* All staff will be provided with regular training on assessment.

# 9. Roles and Responsibilities

9.1 Management Committee are responsible for:

* Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils.

9.2 Practitioners

* All staff are responsible for following the assessment procedures outlined in this policy.

# 9. Monitoring Arrangements

All staff are expected to read and follow this policy.

The Senior Teacher will monitor the effectiveness of assessment practices across the school..

This policy will be reviewed at least annually by the staff and approved by the management committee.

# 10. Links with Other Policies

This Assessment and Record Keeping Policy is linked to:

* Curriculum Policy
* Subject Policies
* Early Years Foundation Stage Policy