



The
Ursuline
Preparatory School Ilford

ASSESSMENT AND RECORD KEEPING POLICY

(September 2023)

The School Mission Statement

To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do

Assessment and record keeping policy (incorporating guidelines for Feedback)

Persons responsible: SLT and staff

Date of most recent policy review: September 2023

Date of next review: September 2024

How it relates to the school development plan:

The school development plan indicates that assessment will be an ongoing area of priority and will be reviewed in assessment committee meetings as well as being discussed and reviewed by the whole staff.

Rationale

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from recording, which involves selecting and retaining what is significant in learning, and reporting which involves informing others about the learning.

Aims and objectives

To offer all pupils an opportunity to show what they know, understand and can do.

To use assessment as a tool to assist planning, by identifying special educational needs, strengths and weaknesses and matching the curriculum offered to the needs of the pupils.

To track pupils' progress using spreadsheets in order to provide "user friendly" information to ease transition between classes and between key stages.

To provide evidence of "value added" achievement as a result of the school curriculum and teaching.

To provide evidence of learning in core curricular areas.

To provide clear information to parents about their children's progress in all curricular areas.

To set realistic targets for pupils which are worked on and reviewed.

To involve pupils in their own self-evaluation, hereby giving them the opportunity to understand their own progress and their targets for further learning.

To ensure that all pupils irrespective of their ability, their cultural, linguistic or ethnic background, are able to demonstrate their achievements and needs.

To keep records which are manageable and in line with school policy.

What are we assessing?

We do not assess the pupil, but the evidence provided by the pupil of:

- Processes, skills, outcomes;
- Previous experience;
- Conceptual understanding;
- Social skills (co-operation, attitude, organisation, motivation, perseverance);
- Application/way of working;
- Coverage of our scheme of work.

Equal access

Our aim and practice is to ensure equal access to the curriculum for all the children and give an account of every child's overall ability including as appropriate, academic and social skills.

Assessment Guidelines:

(a) **Summative assessment:** The following assessments will be undertaken:

Curricular Area	Sample	When
Overview (reading, maths & Developed ability)	InCAS	October
English (A) Writing	Independent big writing Writing is assessed regularly using work completed in class. We use 'Stages' of writing to assess their progress and to identify next steps.	One piece of fiction and one non-fiction per term At least half termly
(B) Reading	Rising Stars Progress Tests (Y1&Y2) Twinkl Diagnostic Reading Comprehension (KS2) Y1 - Y5 - End of Year examinations Year 6 SATS	Half termly Termly June May
(C) Spelling, Punctuation & Grammar	Rising Stars Progress Tests Y1 - Y5 - End of Year examinations Year 6 SATS	Half termly June May
Mathematics	White Rose End of topic assessments Y1 - Y5 - End of Year examinations Year 6 SATS	After each topic at least once a term for each unit June May
Verbal and non-verbal reasoning	NFER Tests CATs Atom learning	End of Year 4 & 5 Spring Term Year 5 Regular assessment on topics
Science	Headstart assessments at end of each topic (Y1 and above) Headstart End of Year assessments	Per topic June

R.E.		Overall attainment assessed against standards Assessment per topic	Each term Per topic
DT, geography, history, music, PE, Spanish, Computing		Recorded teacher observation assessment per topic	End of each unit/taught project
Foundation Stage	YN	Internal baseline EYFS Profile assessments Tapestry	On entry Ongoing
	YR	Internal baseline EYFS Profile assessments Tapestry End of EYFS data sent to Redbridge	On entry Ongoing July

Tracking will take place from Year 2 upwards, using INCAS results. Pupils' reading and maths age (measured in years and months) compared to their actual age will be measured and tracked annually using a spreadsheet. Their progress (in months) will also be tracked between each year group. Similarly, SATs results and end of year examinations (reading, writing and maths) will be tracked from Year 1 upwards.

An assessment committee (comprising the head teacher, deputy, SEND coordinator, English and maths coordinators), will meet following the INCAS tests in October and the end of year examination results in July to review performance of individual and groups of children.

Religious Education is assessed at the end of each topic taught using the 'New Standards Descriptors' for each year group. This has replaced the 'Levels of Attainment in Religious Education' previously used. The new standards focus on key R.E. skills. At the end of each term, the three assessment pieces of work, together with teacher observation, are levelled using the descriptors – 'Working towards', 'meeting', and 'working at greater depth' and is recorded onto the R.E. class assessment grid in the ASSESSMENT folder on the Staff drive.

The RE coordinator and head teacher meet termly to discuss progress of individuals and groups of children.

(b) Formative Assessment

This is on-going assessment to provide information for teachers to plan the next step in children's learning.

Range of Evidence

The wider the range of evidence we seek, the greater the opportunities for pupils to reveal the full extent of their achievements. This can include:

- Written: rough notes, reports, poems, computer printouts;
- Graphic: diagrams, drawings, charts, photographs, videos;
- 3D: models, sculptures, constructions;
- Oral: spontaneous or planned discussion, presentations;
- Physical: co-ordination, manipulative skills, spatial awareness.

Prior-Assessment

It is school policy for teachers to pre-assess before teaching each topic, to check children's knowledge, understanding and skills before deciding what and how to teach.

Pupil involvement

Thoughtful reflection and review are at the heart of any successful teacher-pupil relationship which takes learning seriously. Increasingly, pupils should be involved in the assessment process itself, taking responsibility for their own learning as they become critical evaluators of their own work.

R.E.

Pupils are assessed termly using the Standards Descriptors, and tracked using a school-wide spreadsheet. Moderation portfolio assessment tasks are administered after each topic covered. These are included in individual green pupil folders for each pupil which follow them through the school.

English

Samples should reflect work currently undertaken in the classroom. The context sheet should indicate stages achieved and subsequent targets to be met. Two and no more than three targets should be set for each child and these should be discussed with them. To indicate whether the stage has just been achieved, clearly been achieved or fully achieved, stages should be marked as Emerging, Developing, Secure or Ready. Targets are to be shared with pupils.

Maths

Pupils from Year 1 upwards complete a White Rose Maths assessment after each topic. Assessment results recorded by teacher and stored in the spreadsheet in Assessments on the Staff drive. Targets to develop key areas of learning should be set for each child and shared with pupils.

Assessment file

Each class has an assessment file, which is passed up each year to the next class teacher.

The file contains:

- a) Parent consultation sheet for current year and previous years
- b) Copies of tests taken at the end of the year

Record of achievement books

The individual Record of Achievement is a display book given to each child on entry to the school. It is a record of each child's individual achievement over their years in the school.

Each year children need to be introduced or reminded:

- Why we value the individual Record of Achievement.
- Why they should value their own Record of Achievement.
- How we choose the pieces and what goes into the Record of Achievement.

In the Record of Achievement:

- a) A title page indicating the academic year and class
 - b) A photograph of the child for the current academic year.
 - c) A self portrait of the child
 - d) One piece of work annually from each of the core subjects, (RE, English, ICT, maths, science). In addition one piece of artwork, and a piece of topic work should be included.
 - e) Optional extras, pieces on music, special events, photographs, certificates etc., can be added.
- All work in the R.O.A. is to be dated.
 - The Record of Achievement leaves with the child. At the end of Year 6 the handing over ceremony takes place as part of the Leaver's Mass.

Records

The following records for each child should be stored in the filing cabinets in each classroom:

- Red files containing termly Big Writing assessments.
- Green files containing RE assessments
- Copies of end of year assessments for all core subjects.
- Verbal and non-verbal reasoning assessments.

Storage and transfer

All samples/records are to be stored in individual children's files in the class filing cabinets. Records etc are transferred at the end of each school year.

New pupils

Pupils joining the school are to take tests in English and maths appropriate to their age group.

Moderation

The purpose of moderation is to bring individual judgements into line with general standards in order to:

- assess children's achievement;
- ensure continuity and progression throughout the school;
- ensure consensus of opinion in making judgements.

In the event of teachers disagreeing on the assessment of a piece of work the judgement of the Head teacher will be sought.

Co-ordinator's responsibilities

The assessment co-ordinator will facilitate, monitor and evaluate teacher assessment and SATs and the effectiveness and manageability of the policy and guidelines. This will be done by:

- Monitoring assessment files;
- Liaising with subject co-ordinators;
- Providing guidance and support for colleagues;
- Monitoring results year on year;
- Providing opportunities for the staff to take part in the moderation process;
- Arranging for the compilation of school portfolios of evidence.

Archives

Year 6 assessment data and past school reports are to be retained in archive storage.

Appendix 1

Feedback Guidelines

- Feedback must be linked to learning objectives. Children must be told what they will be learning and the criteria for assessment.
- Feedback on every piece of work should be given as quickly as possible and in conjunction with the child as much as possible/when relevant.
- Formative teaching comments should be made as appropriate in science, maths, English and R.E., books. Work completed with support should be noted with the initials of the supporter. Next steps shown as two small steps or given verbally.
- Children should be encouraged to view feedback as something positive, designed to encourage, support and assist. In this way children may be informed how they could do better and what their next target may be.
- Staff are to be mindful of their own handwriting, presentation and accuracy when marking children's work. Written feedback is to be done in a contrasting pen colour.
- Children are to be given opportunities for self-marking and for recording their opinion of a piece of work. This is to be completed in a green pen and may be done orally at KS1.
- In KS2 where maths is being marked by either teacher or pupil, crosses are acceptable but if they become excessive marking should stop and the pupil and teacher discuss the problem. Pupils should be encouraged to review their own work to self-correct where possible. In KS1 maths errors will be shown with a dot or circled.
- Children are to be made familiar, from Year 2 upwards, with a range of symbols placed in the margin of a piece of work, indicating a correction has to be made.

✓	Correct
●	Incorrect-KS2
(1+0=2)	Incorrect-KS1 (or in KS2 to show a specific error)
SP	Spelling error
(Your funny.)	There is an error that you must figure out.
//	New paragraph needed

^	Missing word
VF	Verbal feedback given

- Spelling errors are to be highlighted (sp) and from Y1 corrections are to be made as directed by the class teacher.
- Children should respond clearly to written feedback, by writing their reply (spelling correction, answer to a question posed or simply an acknowledgement that they have read the teacher's comment) using a green pen.
- Teachers will signify if the child has achieved the learning objective using a green, yellow or pink highlighter.
- Children will self-assess verbally, using thumbs up/thumbs down or smiley faces.