

Shenington Church of England Primary School

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POLICY DOCUMENT

Excellence Through Endeavour
"Let your Light Shine" – Matthew 5:16

Planning, Assessment & Recording Policy

Assessment co-ordinator: Head teacher

In support of our aim, 'Excellence Through Endeavour', this document is a statement of the principles and strategies for planning, assessment and record keeping at our School.

See also:

Early Years Policy

Enrichment & Challenge Policy

All subject policies

Monitoring & Evaluation Policy

Teaching & Learning Policy

Performance Management

Planning

Long term plans follow a two/three-year cycle and identify the general National Curriculum areas to be covered during that time.

Medium term plans cover half or a whole term and specify objectives, cross curricular opportunities, resources, use of Information Technology as a support for the subject, key elements for assessment, success criteria, special needs support, extension activities and the sequence of work. Schemes of work ensure progression and are generally based upon 'Cornerstone's Creative curriculum and National Curriculum.

Short terms plans are weekly notes and lesson plans which break down the medium term plans by identifying specific learning intentions, the activities which will accomplish these, the way the lesson will be taught, differentiation and support details.

Plans are kept centrally and are monitored by the head teacher, subject co-ordinators, Standards and Achievement Committee of the Governing Body and specific curriculum governors.

Weekly plans for Maths and English are monitored by the Head Teacher, with whole school focus points. Feedback to staff.

Assessment

Assessment is guided entirely by what is required to guide future planning. Pupils by the end of Key Stage 2 share in their own self-evaluation and write part of their own report.

Entry level assessments based on observation are taken within the first six weeks of a child's entry to the school. These assessments ensure the teacher is aware of the child's starting point and a Reception Baseline Assessment is undertaken. The progress of Foundation Stage children is monitored using the EYFS Early Learning Goals.

Statutory assessments take place at the end of Yr 6. Assessments are made at the end of Years 2, 3, 4 & 5. We aim to record results centrally stored pupil and **cohort tracking sheets** to possibly enable the analysis of 'Value Added', in order to aid the process of self-evaluation for teachers, pupils and whole school trends.

End of year assessments are analysed to inform future planning by teachers/co-ordinators

Other, less formal assessments take place throughout the school each term, as needed. All core subjects are assessed in line with age expected, exceeding or below each term and recorded on subject tracking sheets where possible. In particular, Years 1-6 take termly assessments in Math's and English (please see assessment grid) and at the end of a unit in Science.

Progress is tracked across the year, term by term. Pupil data is entered on the Hello Data System each term where possible. Staff meet each term with the SLT for a pupil progress meeting, when summative assessments are completed, school data is tracked by OCC on schools autumn position statement. School data is tracked on national DFE data base.

Cohort tracking enables teachers to set challenging targets for individual pupils, for groups and for themselves in regard to their own **performance management**, in which value added analysis plays a part.

Marking

The range and extent of marking will be dependent on several factors including:

- The age of the child
- The nature of the improvement necessary
- The purpose of the piece of work involved

As per assessment for learning.

Comments on children's work will include some of the following:

- Relate to planned learning objectives
- Focus on areas of improvement the child can make
- Recognise children's achievements
- Indicate the next steps in children's learning (targets)

In general, marking will affect the child's presentation as little as possible and will focus on the learning intention of the piece of work.

However, there will sometimes be the need to state that a piece of work is of an unacceptable standard for an individual child.

Target setting is regarded as an important feature of assessment and children are encouraged to inform their parents of their latest targets, which are written in their books.

Targets for Maths/Writing sent home with child.

Praise, the most commonly used marking technique will always be given when appropriate. A 'Learner of the Week' and Certificates relating to targets achieved system is used.

Recording

Our aim is to make record keeping manageable, concise and accurate. We aim to ensure that assessment is used to inform future planning.

Records are kept of termly and yearly assessments where applicable. Standardised tests show the levels we are achieving compared with other children in the country. Class tests show how children achieve in relation to their peers. Group records track the progress of individual and groups of pupils. Results are being analysed in terms of 'value added' progress.

Annual reports show coverage and assessment in all subjects and target setting in the core subjects.

Target Setting

Yearly targets are set and recorded, as are results of yearly assessments where possible. These can be tracked on the cohort tracking sheets.

Annual target cards are distributed and shared with children and are updated across the weeks/ term.

Policy approved by:	The Full Governing Body
Policy adopted:	January 2024
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