HARRIS MIDDLE SCHOOL

ASSESSMENT, MONITORING & REPORTING POLICY

AUTUMN TERM 2009

CHAIR OF GOVERNORS: _____

MINUTED: _____

DATE OF REVIEW: **AUTUMN TERM 2010**

Harris Middle School

Assessment, Monitoring and Reporting Policy:

Opening Statement

Purposes and Objectives:

One of the main purposes of assessment is to provide information that will help the school plan the next stage of learning for each child. Assessment of pupils is a statutory requirement; the information gained from assessment is vital to a teacher and enables them to prepare more accurately for, and to teach, each child. The whole focus of the Harris Middle School Assessment Policy is to raise the educational standards attained by all students in the school by improving our review cycle and developing our approach towards Teaching and Learning within the school. Therefore our objectives through using assessment are:

Objectives:

- *To enable teachers to find out what a child has learnt in relation to identified national/school criteria;*
- *To inform future planning;*
- *To identify strengths, weaknesses and monitor progress;*
- *To enable teachers to set targets for future learning and progression;*
- *To provide a record of pupils' achievements and the celebration of their achievements;*
- *To provide information for those who require it e.g. parents, governors, LEA, government, outside agencies etc;*
- *To enable evaluation of teaching and learning provision to take place;*
- *To support consistency across curriculum areas;*
- *To reflect upon and encourage good practice.*

The Harris Middle School Assessment, Monitoring and Reporting Policy is split into three sections:

Section 1: "Assessment for Learning"; this indicates how the school uses formative assessment to enable the learner to know where they are in their learning and what they have to do next to reach their personal learning targets

Section 2: "Assessment of Learning" which uses summative assessment measures to determine the standard that each child has reached by certain mile stones in each key stage.

Section 3: "Principles of Assessment, Monitoring and Reporting Policy" which highlights the background principles that direct assessment, and are the visible outcomes of assessment e.g. reports, National Curriculum levels and personalised targets for learning.

Section 1 - Assessment for Learning:

Rationale:
"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" [Assessment Reform Group]

1.1 Purposes and Objectives

Assessment Techniques:
The main purpose of any assessment is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do next in order to move towards their personal long-term learning goal. Pupils should be assessed in a manner which takes note of their needs or helps;

- Supports the raising of achievement;
- Enhance pupil understanding of, and contribution to, assessment procedures;
- Provide feedback;
- Provide a variety of opportunities to show evidence of achievement;
- Monitor progress;
- Enables future planning to take place;
- Prepare for external testing;
- Identify the level of understanding or skills within the programme of study;
- Fulfill statutory requirements;
- By being an integral part of student learning;
- By allowing a continuous and essentially formative use of personalised targets;
- Share learning goals with students;
- Student to know and recognise the standard to aim for;
- Gaining a commitment that the student can improve;
- Involve both teacher and student in reviewing and reflecting on student's performance and progress;
- Involve the student in self-assessment;
- Involve the student, their teachers and their parents/carers in their learning;
- The student recognise both attainment and achievement;
- Inform planning for learning by students and teachers;
- Promote the continuous development of schemes of work;
- To be fair, accurate and consistent;
- To broaden and deepen student understanding and not merely coach to the next measured level.

Our focus on assessment at Harris Middle School is:

- Formative to assess pupil achievement in order to plan the next stage in the pupil's learning *(Formative:* Teacher assessment is undertaken informally within normal planned classroom activities. It can take the form of observation, conversations with pupils, notes and assessing written work. Teacher assessments are used as the basis for 'best fit' to the end of Key Stage level descriptors. Children entering their first class are assessed by the teacher in order to establish their developmental level, ascertain their learning needs and to provide an additional indicator of their progress. These outcomes are used for monitoring and supporting pupil progress);
- Summative to assess a pupil's overall achievement in a systematic way *(Summative:* Formal, structured testing situations depending upon the age and developmental level of children and the area of the curriculum being assessed. The assessments are long term for inclusion in reports to parents or information passed on to new teachers/schools, including finding the 'best fit' to National Curriculum level and grade descriptors at the end of Key Stages. These outcomes are used for monitoring and supporting pupil progress);
- Diagnostic to assess a pupil's learning difficulties in order to plan remedial help *(Diagnostic:* Non subject based testing which allows an understanding of a pupil's natural abilities and potential. These tests will also support understanding of individual pupil needs and potential support required. Suffolk Reading tests in year 4 and year 7 as well as Learning Support Assessments are current diagnostic tests used);

- Evaluative to assess an aspect of the work of the school e.g. the teaching of reading *(Evaluative:* Using assessment outcomes to highlight areas where adjustments may need to be made);
- Self-assessed to show progression and continuity in pupil's learning *(Self-Assessment:* Pupils are fully aware of the objectives within a Scheme of work and are aware of their individual progress within this);
- Professional Development to enhance teacher expertise through discussing, comparing and moderating assessment;
- Communicative/Informative to convey the performance of pupils to parents, new teacher, new school etc. *(Informative:* Assessments used to inform for reporting to parents, governors, planning, etc).

Key Subject Objectives:
Key subject objectives have been established for English, Maths, Science and ICT and each child is assessed against these with a record kept in their electronic assessment record. These key objectives are prominently displayed using APP Criteria (Assessing Pupil Progress) in the classroom, particularly for older children, and parents are made aware of them.

1.2 Responsibilities for Assessment:

Who Assesses?
The classroom teacher has overall responsibility for the assessment of all children in his/her class for that subject. However, all people who deal with the children can be involved with their assessment. These could include teachers, welfare assistants, Head, L.E.A. personnel and at times parents and other children. Other school staff can provide support to the classroom teacher by assisting with the more formal aspects of assessment; helping with agreement trials to ensure consistent standards of assessment throughout the school; providing the classroom teacher with time to assess and by discussion of the child involved. L.E.A. personnel will be involved as requested, usually when a specific problem is encountered. Parents can be involved by assessing their own children and by helping in the classroom to provide more time for the teacher to assess. Pupils can be involved through self-assessment, through peer assessment and by collecting evidence of achievement. However, the subject and/or classroom teacher will still carry out the majority of assessments; will be responsible for recording the results of any assessments and for making this information available to parents.

Subject/Classroom Teachers will:
- Have in their mark books, planners <u>and</u> laptops prior achievement data for students: KS1/2/3, SAT/Suffolk Standardised tests scores, SEN and other relevant information and the standard that each pupil had achieved in the previous year for each teaching group;
- Use this data to plan for the different needs of the students they teach;
- Write and display learning objectives for every lesson in a language that students can understand;
- Use plenary sessions to enable students to know what they have learnt and what they need to do next;
- Set learning targets for each student;
- Contribute to the school's Pupil Progress Meetings i.e. reports, data collection, meetings etc;
- Inform parents by written report of student performance and progress against stated targets;
- Help students to review their performance in their subject;
- Encourage students to self-assess;
- Use written comments to inform students of their progress against stated targets and where the student needs to go next in their learning.

Subject/Team Leaders will:
- Monitor that each teacher has key data in their mark books/planners <u>and</u> lap-tops;
- Ensure that teachers use this data to differentiate work for each class;
- Ensure that teachers regularly mark work set and provide appropriate feedback on successes and next steps in selected pieces of work;
- Ensure that teachers are sharing learning objectives with their classes and the criteria by which their work will be judged;
- Ensure that teachers fulfill their requirements for Academic Review Process;

- Ensure that teachers report to parents about the levels achieved and the ways that each student can improve;
- Monitor the policy through classroom observation, work sampling and student questionnaires to judge standards achieved by each teaching group;
- Report to the Head teacher about the academic standards in their subject areas using Pupil Progress Meetings and subject SEF .

Pastoral Team Leaders will:

- Support tutors through the Pupil Progress Meetings;
- Monitor reports to parents for sharing of learning targets and progress towards them;
- Monitor the performance of pupils against work-to-target information and to determine an intervention strategy for pupils who are underperforming across more than two targeted subject areas using Pupil Progress Meetings and subject SEF.

Leadership Team Members will:

- Ensure that key data is available for all staff;
- Monitor the assessment policy through work sampling to judge the standards in their link departments and where necessary to put in place appropriate intervention strategies;
- Receive appropriate reports from subject team leaders;
- Inform governors of the standard attained by the school.

Section 2 - Assessment of Learning:

Rationale:
The school needs to be able to judge the standards that pupils are achieving as compared to schools in similar contexts nationally. The school needs to know whether it is on target to meet the statutory targets by the end of each term. The school will enact intervention strategies to increase the chances of whole school targets being met.

2.1 Purposes and Objectives:

- To inform all concerned about the educational standards attained by pupils in the school;
- To set the standard of attainment that the school is aspiring to attain;
- To inform pupils, parents and carers whether pupils will meet the targets by the end of each key stage;
- To inform teachers about the quality of their work and whether their teaching groups are on or above target;
- To inform teachers of where each pupil is and enable teachers to intervene if that child is in danger of falling below target;
- To inform pupils, parents and carers about the standard that their son / daughter has attained at that moment in time.

2.2 The Process:

- Each pupil will be given a “must get” target and a “challenge” target based on the previous key stage average attainment. The “must get” target will be set based on the Fischer Family Trust B level estimate and previous attainment and indicates the minimum expectation for that pupil. This target will stay with that child until the end of that key stage. The “challenge” target will be set at the Fischer Family Trust D level. The individual pupil “must get” targets <u>should</u> aggregate up to form the whole school statutory targets.
- During each term, as per school calendar, in each academic year, each child will be assessed against national curriculum levels; this will be reported on “Classroom Monitor” and collected for whole school analysis.
- In all years the internal examination performance of each pupil will be captured as a national curriculum level for the Core subjects; an attainment level for all subjects will be recorded on “Classroom Monitor”
- At each data capture point pupil performance will be judged on an individual basis, teacher performance on a class basis and subject team performance on a departmental basis;

- At each data capture point there is the opportunity to intervene to give greater certainty that the targets set will be attained or exceeded;
- At each data capture point class teachers, subject leaders, pastoral team leaders, and leadership team members will be in a position to interrogate the data to identify underperformance or above target performance by individual, group and department.

2.3 Monitoring, Evaluation and Review:

Governors will monitor this policy by:

- Setting whole school challenging targets;
- Receiving reports at Students and Learning Sub-committee of the schools progress towards the whole school statutory targets;
- Being linked to departments and receiving reports from subject team leaders on their progress towards their subject targets.

Leadership Team will monitor this policy by:

- Holding to account subject team leaders for the performance of their areas;
- Holding class teachers to account for the performance of their classes towards the meeting of the set targets;
- Analysing the RAISEOnline to see that the school is attaining as other schools in similar circumstances;
- Making sure that the data is readily available and used by classroom teachers;
- Making sure that the data capture system is robust and functioning.

Section 3 - Principles of Assessment, Monitoring and Reporting Policy

Aim:
The aim of the school is that assessment, record keeping and reporting to parents should be a meaningful process that is informative and useful without being wasteful in terms of resources or teacher and pupil time. Consequently, pupils, parents and teachers will benefit. The principle aim of pupil assessment is to facilitate the learning of each individual pupil by basing future learning needs on established attainments, thus allowing progress at the optimum rate. Parents are key players in their children's educational development and accurate, informative reports (both written and oral) facilitate their active involvement. Differentiation, matching the correct work to the child at the appropriate time, is a fundamental part of the teacher's role and accurate teacher assessment to inform future planning is crucial to this. Further, clear and concise records of these assessments are necessary to give a clear picture of children's progress and to inform future teachers.

Linked Policies:
Self Evaluation Policy; this policy is aimed at judging standards of student attainment, evaluating the effectiveness of our teaching and leading to sustainable improvement. The Assessment, Monitoring and Reporting policy is the means by which the school can judge standards of whole school performance, subject area performance, class teacher and class performance, and individual pupil performance.

When do we assess?
Assessment is essentially a continuous process with teachers making some type of assessment during every lesson and at other times. However, assessment will also take place at the following specific times:

- At the end of a topic or unit;
- At the end of a Key Stage;
- When a child is new to the school;
- When help is available from other agencies;
- In the period leading up to a reporting time;
- When a special need arises.

What do we assess?

Assessment of a pupil's learning should reflect the full range of activities in which the child is engaged, the school's total curriculum, extracurricular activities and National Curriculum Attainment targets. However, assessment goes beyond these to include assessment of:

- Social behaviours, e.g. cooperation, understanding
- Child's attitude to school and learning, e.g. resourceful, resilient, reflective, reasoning, responsible;
- Child's relationships with children and adults;
- Child's individual achievements;
- Child's attendance.

Methods of Assessment:
Teachers use a wide variety of methods of assessment and never rely on one particular method but including some of the following: questioning, quizzes, observation, discussion, listening, tick sheets, talking with children, discussing written work, tests, charts, pictures etc. The teacher will ensure that any assessments is based on open-ended tasks as well as more closed tasks. Not every activity is formally assessed, the teacher focusing on a limited number of activities for formal assessment.

Testing:
One particularly formal method of assessment is a written and/or standardised test. This can provide backup to other methods of assessment, can confirm previous methods of assessment and is a convenient and quick way of assessing a large number of children. However, many factors can prevent children from performing well in a test situation and therefore, the school's policy is therefore to regard this type of assessment as one method amongst many others that need to be employed. This policy outlines the type of formal and informal assessments we carry out and why we do them.

Fairness:
Whatever methods of assessment are used, they must test only what they are supposed to be testing and must not rely on knowledge of other subjects that the child may not have. The content of the test must be within the child's realm of knowledge and must be at an appropriate level of difficulty. The choice and time of the test should take into account any special factors relating to individual children e.g. state of health, work missed, bilingual pupils, pupils new to school etc.

Special Needs:
Where a test that is appropriate for most children but not appropriate for a minority is to be completed, an alternative is required. This is often because children are experiencing learning difficulties and the test is not appropriate for their level. A test more appropriate for their level will give more accurate information about that child's achievement and will enable the school to provide a more personalised education for that child.

Moderation and Review of Pupils work:
The aim of moderation and review is to ensure that our assessment of pupils within each year and of pupils in different year groups is consistent. The SATS and other standardised tests provide some degree of moderation. APP moderations are held on a regular basis within the school to ensure that teacher's understanding of the level at which a child is working is comparable. Another, method of moderation is the regular discussions regarding planning that teachers have regarding the work that children do.

Assessment should allow for:
• Differentiation*
• Individual subject specific Attainment targets
• Pupil involvement
• Pupil portfolios**
• Consistency throughout the school
• Standardising*** of achievement within subjects and across the school
• Provision of information regarding pupil progress at Whole School Assessment points
• Analysis of pupil progress within subjects and across the curriculum
• Sharing of 'Good Practice' across all subjects/departments

** All Schemes of Work should allow for the full breadth of ability range and differentiated approaches should be apparent.*
***It is advised that evidence of the highest level achieved by a pupil is retained and annotated to indicate levels within Attainment targets.*

**** To ensure consistency of assessment, in subject areas where levels of achievement is less descriptive it is advised that portfolios are retained indicating the means by which certain levels have been awarded i.e. For each level available samples of work are leveled by agreement and used as a basis to assess additional assignments.*

Standardised testing

The children will undertake the following standardised tests to monitor both individual progress and standards of attainment throughout the school:

♦ Year 5 – Optional Key Stage 2 National Curriculum Tests in English and Maths
♦ Year 6 – Key Stage 2 National Curriculum Tests in English and Maths
♦ Year 7 – Optional Key Stage 3 National Curriculum Tests in English and Maths & Science
♦ Year 8 – Optional Key Stage 3 National Curriculum Tests in English and Maths & Science

Marking Policy

Subject Coordinators / Heads of Department are responsible for ensuring that marking takes place consistently within the subject and in accordance with this Whole School Policy. Marking of pupils' work should follow an individual Subject/Department policy. In general these should allow for:

- Marking or annotation of pupils work by their teacher at least once in any two week cycle;
- Accurate self-marking and/or peer group assessment where applicable - Both Attainment and Effort;
- Identification of strengths/weaknesses of pupils' with respect to the Learning Objectives;
- Homework achieving recognition by Effort and/or Attainment marking;
- Relating outcomes/meaning of marking back to pupils using appropriate comments/grades;
- Clear annotation of work with respect to learning objectives and future requirements;
- Application of whole school policies should be included in the marking strategies;
- Inclusion of clear indications of rewards and sanctions;
- Communication of outcomes of marking to Tutor/Line Manager/Parent as appropriate.

It is expected that the main emphasis when marking will be to convey to the pupils an understanding of their progress within the Programme of Study. Feedback to pupils should emphasise attainment with respect to Learning Objectives in the form of useful comments and annotation of work wherever possible, giving guidance to support future progress.

Attainment Marking:

Attainment marking should follow Subject/Department policy, and should for English, Mathematics, ICT and Science include targets for that subject using APP Criteria, thereby addressing progress in relation to their National Curriculum Attainment. Attainment marks may be given in any one of the following forms for day to day marking at Key Stages 2 and 3:

- A National Curriculum level;
- An average level across the attainment targets;
- A level for one specific attainment target/criteria;
- A range within a National Curriculum level;

	(Level)	*(Level)*	*(Points)*
o just starting level 5	(4/5)	(4/5)	(30)
o working in the lower range of level 5	(5-)	(5C)	(31)
o working in the middle range of level 5	(5=)	(5B)	(33)
o working in the upper range of level 5	(5+)	(5A)	(35)

- A mark out of 10, 20 etc (*Compared with Class/Year average);*
- A percentage (*Compared with Class/Year average);*
- A description of the content achieved within the National Curriculum;
- To contain indications ensuring whole school policy regarding literacy and numeracy is adopted;

It is expected that pupils grades should be accompanied by specific indications as to how higher grades could be achieved and that these should be personalised for each student.

Recording Policy:

Recording of Attainment and Effort is an essential part of the Assessment procedure and it is the responsibility of each member of staff to:

- Record attainment/effort for each pupil they teach using Subject/Department Policy;
- Provide data regarding such assessment when requested and outlined on school calendar.

All aspects of assessment should be recorded in a teacher's personal planner/mark book, in line with Subject/Department policy, and on the teacher's laptop and could contain:

- Information relating to homework set and assessment outcomes
- Outcomes of both Effort and Attainment for individual pupils*
- Evidence of assessment in pupil portfolios where applicable
- Targets set in line with Subject/Department Policy*
- Evidence of identified strengths/weaknesses
- Information relating to issues which may affect learning, SEN data etc*
- Indications of prior attainment both Department specific and whole school*
- Key Stage results*
- Reading/Spelling Ages
- Target minimum progress for the future*
- Additional Value Added Information
- Information which can be accessed to update whole school records. This would be required once each term for the majority of pupils, it may be required more frequently if there is concern expressed, pupil is being monitored etc.*
- Children's exercise books are kept for the full academic year as evidence of their progress and most recent level of development. At the end of each academic year the most recent books are passed onto the next teacher.
- All records relating to pupil progress are passed to future tutors/class teachers for appropriate dissemination
- On transfer to an alternate school pupil records are sent on.

* This is the type of information required for completing whole school monitoring of assessment and is required to meet the data collection tasks as outlined on the school calendar.

Monitoring & Target Setting:

Using Prior Attainment and ongoing internal and external assessments, outcomes will be monitored in order to inform future learning requirements. Using the previously mentioned data and ongoing assessment subjects/departments/Form/Class teacher/Heads of Year will consider the progress of each pupil in set Pupil Progress Meetings for staff. Departments will consider the outcomes from a cross curricular perspective. Departments will consider pupil progress at this meeting. Form/Class Teachers will have all information relating to their tutees and will facilitate the setting of individual strategies and targets in conjunction with pupil, parent and subject teacher in Pupil Progress Meetings for the individual student. These will be monitored and reviewed at agreed intervals, with further strategies/ targets being set as appropriate. These will be recorded and held with the pupil's main file in order to be able to monitor progress made. Where it is practical SMT will be involved in the mentoring of specific pupils, in order to support Tutors and subject teachers. At least once each half term individual pupil progress will be compared:

- With prior attainment within each curriculum area;
- With prior attainment across the curriculum areas;
- With expected value added progress using NCT, results, NFER, etc.

Pupil/Tutor interviews:

- In certain circumstances a pupil will have an interview with their head of year and/or SENCO, and tutor) as required to monitor their progress and to identify future targets in an informal Pupil Progress Meeting; records will be kept from these interviews and kept with pupil's files.

Action will then be taken:

- If strength/weakness expressed with regards to under/over achievement
- Pupils can be identified as not being/being on target based on prior attainment
- If it is felt that pupils should be achieving at a higher level than currently doing so.
- Effort is unsatisfactory
- Outcomes identify significant academic progress
- Outcomes identify significant effort
- Outcomes identify significant academic attainment

Action can take the form of

- Contact with parent

- Further individual target setting
- Daily report card
- Mentoring
- Sanctions/Rewards

Reporting:
Reporting will take place according to the school calendar.
Each year group will have a minimum of:

- One parental consultation evening per academic year - These will provide staff the opportunity to discuss individual pupil progress with respect the Learning Objectives. Prior attainment should be available at such interviews and colleagues should aim to improve parent/guardian understanding of the ways in which their son/daughter is being assessed.
- Two mid-term short academic reports (SAR) per academic year - These will be computer generated, containing information pertaining to pupils':
    - Current level of performance within National Curriculum Levels
    - Targets
    - General Conduct
    - Attainment
    - Effort
- One full school report per year - Full School Report; these are completed by each Subject in compliance with Whole School requirements and will be completed according to specific subject guidelines adhering to the general principles outlined in the reports guidance.

This policy will be reviewed annually by the SLT Lead (Assessment and Monitoring) and the Headteacher, and changes will be made to ensure that this policy is up to date before review by the Governors.