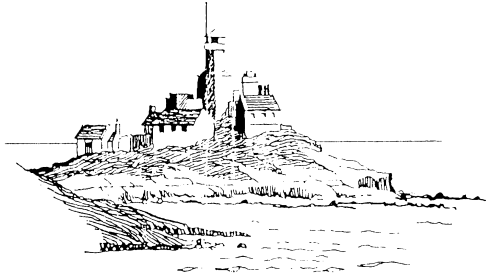


# YSGOL GYNRADD YSTUMLLWYNARTH OYSTERMOUTH PRIMARY SCHOOL

*Achievement Through Challenge/Cyflawni Trwy Herio*



## Assessment, Recording and Reporting Policy 2015 - 2017

Date of Review: July 2015

Signature: E. W. Wynne

Date of Review: July 2016

Signature: E. W. Wynne

Date of Review: July 2017

Signature: E. W. Wynne

Date of Review: \_\_\_\_\_

Signature: \_\_\_\_\_



## **Rationale**

As teachers, we are constantly making judgements about our children's work. It is this continuous, albeit often informal assessment, that enables us to devise tasks that are appropriate and differentiated. These activities can then consolidate or extend pupils' knowledge, skills and understanding. As such, assessment complements and assists teaching and learning, and should benefit all children equally, irrespective of ability, race, gender and background. This policy outlines the purposes, principles and nature of the management of assessment in our school, and aims to ensure that staff work within an agreed framework, fulfil the same purposes and follow the same principles.

## **Purposes of Assessment**

Assessment should support pupils in their learning. It should:-

- ◆ indicate strengths and achievements to be built upon
- ◆ provide motivation through success
- ◆ support a diagnosis of individual needs
- ◆ allow children to review progress against specific criteria
- ◆ inform discussions about overall progress with their teachers

## **Assessment should help teachers' curriculum provision.**

It should:-

- help teachers to monitor breadth and entitlement
- identify areas for development
- measure the effectiveness of teaching methods and resources

## **Assessment should provide information:-**

- ◆ for pupils
- ◆ for teachers
- ◆ for parents
- ◆ to assist transfer
- ◆ for possible referral under Staged Referral process
- ◆ for audit/inspection

## **Principles of Assessment**

In the on-going assessment of our pupils' work, the following principles should be borne in mind:-

- ◆ Assessment is the responsibility of all staff, with judgements being made across the whole curriculum. This process begins in the Nursery as the teacher observes the child's social development at play.
- ◆ Assessment will be on going and assessment opportunities should be planned for as part of our curriculum planning.
- ◆ Information gathered from assessment activities should be used to plan further work to meet individual learning needs.
- ◆ Assessment can confirm the teacher's judgement that achievements demonstrated by pupils on a particular occasion can be reproduced at different times and in different contexts.
- ◆ As in our class lessons, assessment objectives must be clear for both teachers and pupils.
- ◆ Assessment should reflect the range of teaching and learning activities and relate to specific criteria.
- ◆ Assessment should allow the children to develop as much responsibility as possible for their own learning and self assessment.
- ◆ Assessment should be supported by a variety of evidence.
- ◆ Data gained from the assessment process should be taken into account when pupils move from class to class. In this way, we can sustain the coherence and continuity in our pupils' learning.

## **Nature of Assessment**

Assessment should not dictate the nature of the curriculum, but should be an integral part of the teaching and learning process. The main type of assessment will be formative, where we are gathering information to help plan the child's next steps. Diagnostic tests can be used when we need to pinpoint where a particular weakness lies. Standardised tests (NFER, AWRT) will provide a summative assessment, ie, a snapshot in time of a child's achievement. We do, of course, have a statutory requirement to assess progress in the National Curriculum, but we also need to assess other skills and abilities developed through planned activities. Personal development will also be assessed and reported to parents.

Assessment may take many forms. We will need to plan a range of activities appropriate to the ability levels within the class. Within these activities there will be differentiated assessment opportunities to ensure all children have access to the tasks, eg, some will be assessed orally, while others may produce detailed written work.

Our assessment practice will focus on the following strategies:-

Classroom questioning  
Sharing criteria with learners (WALT and WILF)  
2 stars and a wish  
Traffic Lights  
Marking/self assessment  
Feedback to and by students  
Testing  
Observation/Performance

i) **Classroom Questioning**

Questioning strategies are vital if we are to check pupil understanding, even when a child gives the correct answer. Questions should not only reward simple recall of information but, more importantly, assess the thought processes the child has used in order to respond through higher order questioning.

We must allow processing time, especially with younger learners. A “no hands up” approach, with paired discussion, ensures everyone has an answer and avoids thoughtless responses. The following example questions are intended to check understanding rather than reward simple recall of information.

- Can you sum up what’s been said?
- How do you know? Can you tell me why?
- If you were to teach this to your younger brother, how...?
- What would be a good question to ask a Roman Centurion? Try your question on someone nearby. They have to answer as a Roman Centurion would.
- What other alternatives did you consider?
- Can you convince the others why you are right about your answer?

Understanding may be further consolidated through reflecting back to the pupil, ie, “So, if I’m right, what you are saying is.....”

ii) **Sharing Criteria with Learners (WILF)**

In order to improve their work our pupils need to understand “what counts as quality.” In order to encourage outcomes thinking, outcomes questions should be posed.

- What will the finished piece of work be like?
- How will you know you have successfully completed it?

Answering these questions through discussion, should give the children a clear picture of what they are expected to produce.

This process can be further enhanced through shared sessions based on the work of previous classes, eg, using a story written by a pupil from a previous class the question can be asked:-

In pairs, can you discuss and agree what is good about this story?

In this way, our children can become more confident about the criteria they have to respond to.

### iii) **Marking/Feedback/Self-Assessment**

Effective marking and feedback (see 'Marking and Feedback Policy') will result in the child thinking about how his/her work could be improved. In order to move the child along the continuum of learning, he/she must understand clearly what the next step is in improvement. Feedback should therefore be on a constructive comment only basis about the particular qualities of a piece of work with advice on what to do to improve. Such formative assessment should indicate the direction of future learning. Our comments will therefore include the highlighting of something good and an indication of the next step – to improve you need to.....

Formative assessment is based on progress against agreed criteria and not comparison with other pupils. In order to move our children on, we need to tell them how their present work compares with previous similar tasks. In this way, even less able pupils may experience the motivation of self-improvement.

Through understanding the standards used for assessment, our pupils will develop further their self-assessment skills. These skills can be enhanced through increasing the onus on the learner to find mistakes and self correct through our marking codes.

### **Examples**

1. In order to identify errors and self correct in mathematics, very able pupils could be given feedback – you have six sums correct and four wrong. Please find the errors and correct them underneath.
2. In written work, the correction of spelling could develop as follows:-
  - Key words / high frequency words are picked out and corrected, with the teacher using a symbol (two eyes) to show the words which need to be corrected and learnt. A maximum of 5 words should be highlighted. Pupils then record these words in their spelling logs and learn.
3. In their marking, teachers will encourage a learner to use a thesaurus/dictionary to find a more interesting alternative.

Pupils are encouraged to use their target card to ensure their work meets their target.

Use of a marking code frees up time to enable us to give focused feedback, rather than waste time nagging about commonplace mistakes.

iv) **Feedback by Pupils**

Feedback by pupils during the lesson and as part of the plenary session at the end of the lesson, provides an opportunity to check pupil understanding, as they attempt to sum up/explain what has been learned. Feedback could, of course, follow paired or group discussion where thoughts are clarified through cross checking between pupils.

v) **Testing**

This may be oral or written testing.

**Oral Tests**

1. Suitable for a child whose writing skills are limited.
2. Formal tests to measure skills in expressive and responsive language.
3. Speaking and listening skills eg, speaking to peers about a hobby/interest.
4. "Hot seating" where a pupil becomes a character from the class picture book/novel and answers questions about his/her thoughts and actions.
5. Oral skills in Welsh as a second language.

**Written Tests**

1. NFER Mathematics and English, DCELLS optional assessments, etc..
2. National Reading and maths tests (Procedural and reasoning)

vi) **Observation**

Observation of pupils' work and pupils at work, either individually or as one of a pair or group. This will enable the teacher to comment on presentation and standards of work over a period of time, as well as concentration, perseverance and general approach to work.

vii) **Performance**

Close observation of a pupil working as a member of a group, eg. in a science investigation to assess understanding, co-operation, practical skills and leadership qualities.

## Planning for Assessment

Whatever type of assessment used, the opportunities for assessment will need to be carefully thought out at the planning stage of the current topic.

## Assessment For Learning (AFL)

### Principle:

Promoting the pupil's learning and developing their self esteem and confidence is at the core of our school ethos. Assessment lies at the heart of this process and is incorporated into planning, teaching and learning strategies and review process throughout Oystermouth Primary.

### Purpose:

Based on research Assessment for learning has been shown to be a very effective method of formative assessment. It increases pupil participation and overall performance. (Black and William 1998).

The aims of Assessment for learning for Penyrheol Primary are:

1. To build a more open relationship between pupil and teacher where pupils are not afraid to take risks for learning and teachers provide positive feedback.
2. To involve pupils in the learning intention for every lesson.
3. To allow pupils and teacher to identify success criteria.
4. To give pupils the opportunity for self evaluation and peer evaluation
5. To promote pupil's active listening and questioning skills.
6. To celebrate success-recognition of every pupil's achievement.

### Practices:

The aims of Assessment for learning will be achieved through the following practices:

1. **Effective Planning**-using a thematic approach to planning teachers to ensure that learning experiences are varied; meaningful and stimulating. Self evaluation by both teachers and pupils will be built into the planning.
2. **Sharing Learning Intentions**-use of "We are learning to" (WALT) at the beginning of every lesson. Focus the learning intention on transferable skills

3. **Shared Success Criteria**-a verbally agreed success criteria which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria
4. **Effective Questioning**-using more open ended questions, giving more thinking time (no hands up), using pair share to help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
5. **Feedback**-this is essential for effective learning and teaching. Strategies such as 2 stars and a wish, comment only marking or providing prompts for improvement can help plan the next steps in learning.
6. **Self Assessment**-allowing pupils time to reflect on what they have learned and how they have learned it during plenary sessions, to make explicit the links between what they have learned and the success criteria. This will be done through strategies such as traffic lights, thumbs up, PMI diagrams or other useful thinking prompts.

### **Monitoring**

Monitoring to take place at regular staff meetings. Teachers will be asked to provide feedback on how Assessment for learning techniques and strategies are being implemented. This will be done through the use of critical questioning.