

Assessment, Recording, Reporting, Marking And Target Setting Policy

February 2005, Updated 2009, Updated October 2010



1. INTRODUCTION

Any assessment is only valid on the moment it is made. Like copper it tarnishes as soon as it is exposed to the air.

Assessment is however vital to ensure our teaching is as focused as possible and does not waste time or opportunity.

Assessment based on knowledge/facts is far less valuable than assessment of skills and processes however mind mapping does give valuable information to teachers as to where to pitch teaching and how effective that teaching has been.

Children should be involved wherever possible in Self Assessment and to do this need to know what the targets are what the success criteria is and be able to practice recognising this.

Assessment during lessons should be ongoing and observed.

Differentiated questioning; is a key part of assessment and wherever possible teachers should have a 'hands down' approach.

Mini plenaries/plenaries and talk partners are opportunities for children to verbalise their understanding. TAs should be gathering evidence in these sessions to inform teachers

Teachers should be teaching and assessing 100% of the time. It is therefore fine during a Guided Reading session or Guided Writing to observe a focus group; – to complete observed assessments at these times, to ask pertinent questions of a focus group. The same applies in Maths or indeed in any lesson.

2. WE BELIEVE

- The main purpose of Assessment is to enhance and enable learning.
- Assessment results are only fully reliable for the day on which the assessment was made.
- Therefore the assessment of mere knowledge for future reference is of limited value.
- Assessment should prioritise skills and processes which are transferable and thus through their assessment can make a difference to the quality of teaching and the attainment of pupils.

3. AIMS

- To support pupils in their learning.
- To ensure that all pupils can make maximum progress.
- To ensure that lesson planning is effectively supported through relevant and reliable information on pupil progress.

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- To avoid over burdensome bureaucracy.
- To inform pupils, parents, staff and governors of pupil progress at a relevant level.
- To ensure assessment is subject specific.
- To provide data in order to support effective analysis of the teaching and learning across the school.

4. ASSESSMENT FOR LEARNING, MARKING and the PLENARY

The Accelerated Learning Cycle.

Effective assessment is a vital part of the Accelerated Learning Planning Process adopted by the school. Whereas lessons in Literacy and Numeracy follow their own planning models, the process of planning is based upon the same principals adopted in all other subjects and is explained in detail in the Effective Teaching and Learning Policy.

The key elements of assessment within the planning and teaching structure are as follows:

- **Connecting with previous learning.** Here teachers based on prior knowledge of attainment in previous units or lessons, reconnect pupils with the area of study. This initial opener to a lesson ensures that future learning is built upon the secure foundations of previous learning. For the brain to retain knowledge linkages must be made with other secure foundations of understanding. If gaps are present in this process, understanding will not be secure.
- **Brainstorming.** This is a useful assessment tool whereby pupils discuss briefly their prior knowledge and this information is quickly gathered on a knowledge web. At the end of a session or unit of work this sheet can be added to demonstrate progress made.
- **Pupils demonstrate their understanding.** After the input from the teacher, pupils should through their activities be able to demonstrate their understanding. Lessons should be broken up to enable pupils to verbalise their learning and discoveries. The process whereby pupils verbalise such learning is vital in ensuring that pupils embed and secure the connections in the brain to enable them to retain their new skills and knowledge.
- **Plenary.** Essential at the end of every lesson, but equally valid at other times in the lesson, the plenary is a properly planned activity whereby the learning that has occurred is summarised and consolidated. The Plenary will enable the teacher to quickly assess how effective the lesson has been. She should be able to ascertain whether the objective of the lesson has been met and which children have gaps in their understanding. This information should immediately inform the planning for the next lesson. Clearly some units of work are planned in blocks. The next lesson therefore may need some adaptation to ensure that the secure foundations remain. In most cases teachers will adapt the start of the next lesson to reconnect with the learning to enable the pupils to move forward. There may need to be further differentiation to meet the needs of pupils who are High Achievers or have Special Educational Needs.
- **Marking, including TA (target achieved).** All lessons must be clearly objective led. This objective must be communicated to the pupils and be the basis of the plenary. When children are to produce written work or work in a manner, which involves

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recording, ideally the objective should be the title of the work. This will often be reconstructed into an 'I can ..' statement. Marking of the work will therefore relate directly to this objective. Should the pupils achieve the objective an indication of this should be given through 'TA' or Target Achieved' being awarded. Should pupils not have achieved the TA but have the potential to 'bridge the gap' then a T → should be recorded. This will be followed by advice as to how the pupil can bridge the gap to achieve the target. Pupils should then be given a maximum of three minutes to achieve this requirement. Meanwhile those who have achieved the target can complete a quick three-minute activity linked to the unit. It is not expected that this will be appropriate after every lesson or every piece of work, however this system of marking ensures that pupils are engaged in the assessment process and actually respond to the advice of their teachers. It has been shown that effective use of 'Bridging the Gap' marking results in a 30% increase in standards attained. For younger children the writing of advice may be inappropriate. A verbal instruction is probably more relevant, probably given to a group.

- **Questioning.** Effective questioning is a key to successful assessment. Effective questioning must be a feature of all lessons and be seen throughout all lessons. Questioning should enable pupils to demonstrate their understanding and should be clearly differentiated to suit the needs and levels of attainment of pupils. Questioning can be one of the most effective ways of individualising pupils' learning and for providing effective differentiation. Questioning is always most effective when teachers do not require students to put up their hands, but rather give the class thinking time of a few seconds before choosing the respondent. Even more effective is when the pupils have a few seconds to brainstorm with a partner prior to having to give an answer. Again by talking the students have to make connections in the brain. By not putting hands up they all have to be engaged. By working with a partner all students should have something to contribute even if it is the views of a partner, but even in this example they will have had to make some understanding of the concept.

5. ADDITIONAL ASSESSMENT IN ENGLISH and MATHS

Assessment of Writing

- Assessment is made every half term.
- This is based on an agreed piece of writing set under the relevant KS1 and KS2 SAT conditions.
- The writing is marked and assessed according to agreed published criteria.
- The writing is kept in a class folder and levelled.
- Moderating exercises ensure consistency across staff and school.
- At the end of the year the assessed pieces are stored in individual pupil portfolios. These build to form a fully comprehensive record of each student's performance in writing. The most recent piece of assessed writing however is passed onto the receiving teacher at the start of each academic year.
- As a result of the assessments individual targets are agreed and recorded on Hit List cards. These are kept with the pupils' English Books or centrally on a desk so that

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pupils and teachers can refer them to during any written task. The Hit Lists can also be added to at any time during the term.

Optional SATS as well as end of Key Stage assessed writing pieces are also included in the above process and portfolio.

Within the teaching of literacy there will usually be a written outcome within each unit of work. These are assessed as described in the TA marking system above. There may also be examples whereby pupils are engaged in the levelling of their own work according to National Curriculum criteria. It is intended to increase the awareness of what constitutes a good example of a level beyond pupils in Year 6.

Assessment of Reading

Teachers keep records regarding the performance of children in Guided Reading Groups. These inform future teaching.

Children are engaged in a home school reading system. This includes a home school reading booklet designed to help parents and teachers to communicate observations to each other regarding progress and difficulties. Reading conferences are conducted between teacher and pupil to ensure that progress is being maintained and that reading material is set at an appropriate level to offer both challenge and enjoyment. Teachers usually complete a reading conference for each child in the autumn term, and thereafter when deemed to be necessary.

Every June all pupils for whom tests are reliably available sit a standardised assessment test. The results of these are entered into the schools Pupil Test Database. The results from this enable the Senior Management Team to chart and track individual pupil progress. Pupils who have made particularly statistically significant drops or rises in terms of Value Added Measures can be highlighted and data passed onto receiving and sending teachers. As some of these drops and rises are levelled out over a two-year period a similar study is completed of changes over a two-year period.

All this information helps in the target setting process. It directly feeds into the Annual Standards Report, which is the basis of Staff and Governor discussion in November. The data also provides information for the school Targets Pack which is disseminated to all staff each Autumn Term.

In May each child in Years 3, 4 and 5 sits an Optional SAT which as well as giving the pupils valuable experience of SATs style timed assessments, gives a National Curriculum Level. This data is entered into the Pupil Test Database and as with standardised test data is fed into the Annual Standards Report, which is the basis of Staff and Governor discussion in November. The data also provides information for the school Targets Pack which is disseminated to all staff each Autumn Term.

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Assessment of Maths

As described above the same process of assessing using standardised tests and Optional SATs is applied to Maths. The same analysis, publication and discussion apply as for Reading.

In addition ongoing assessment follows every unit of work. This informs teachers of the success of his or her teaching and informs planning in the future. Assessment grids chart pupils' performance.

Group Targets are a common feature of lessons and are communicated to children. Group marking is a common feature of maths lessons. We believe that whereas it is not always possible, the most effective form of marking occurs when the pupil is present. In Maths in particular the matching of immediate marking with an adult followed by problem diagnosis and solution is desirable.

6. ASSESSMENT IN SCIENCE

In addition to the systems described in section 3, teachers assess pupils' performance according to criteria grids for the core elements of Science (ref to Science Policy). In addition on going process assessments are made in relation to AT1. These are similarly criteria based and involve staff in highlighting attainment across the core skills of scientific investigation. (Ref Science Policy). The information stays with the pupil and thus can be accessed by all teachers working with a pupil as he or she moves through the school. The assessment grids are attached to a pupil's Science Book for ongoing assessment.

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Molescroft Primary School Assessment Sheet for Science: Name _____

AF LEVEL	AF1 Thinking	AF2 Understanding	AF3 Communication	AF4 Investigation	AF5 Evidence
2	<p>I can use my ideas and looking skills to answer questions.</p> <p>I can sort and group objects and living things from what I have seen.</p> <p>I can compare things.</p>	<p>I can say how I feel about science things eg electricity can give you a shock.</p> <p>I can say how science helps us do useful things.</p> <p>I can say who uses science to help others.</p>	<p>I can show my results in a table that my teacher has provided.</p> <p>I can find information to help me from books and computers with help.</p> <p>I can use some science words.</p> <p>I can tell you how we worked in a team.</p>	<p>I can tell you my ideas about how to find things out.</p> <p>I can say what I am looking for and what I am measuring.</p> <p>I know how to use equipment safely.</p>	<p>I can say what happened in my investigation.</p> <p>I can say whether I was surprised at the results or not.</p> <p>I can say what I would change about my investigation.</p> <p>I can say whether my investigation was fair.</p>
3	<p>I can explain the similarities and differences in science work.</p> <p>I can suggest solutions to problems.</p> <p>I can make some physical models of something in the real world.</p> <p>I can answer questions from what I have found out.</p>	<p>I know which things in science have made our lives better (using computers to make graphs).</p> <p>I can say which parts of our lives rely on science.</p>	<p>I can record results in tables and bar charts.</p> <p>I can use some scientific language.</p> <p>I can say why working in a team is good.</p>	<p>I can think of more than one variable factor.</p> <p>I can choose from a selection of equipment.</p> <p>I can observe or measure accurately.</p> <p>I can say if there is a risk.</p>	<p>I can see a pattern in my results.</p> <p>I can say what I found out, linking cause and effect.</p> <p>I can say how I could make it better.</p>
4	<p>I can use scientific ideas when describing simple processes.</p> <p>I can use the correct science vocabulary.</p> <p>I can use simple models.</p> <p>I know which evidence proves a scientific point.</p>	<p>I can explain the positive and negative effects of scientific developments.</p> <p>I can see how science is useful in everyday life.</p> <p>I can say which parts of our lives rely on science.</p>	<p>I can choose how best to present data.</p> <p>I can confidently use a range of scientific language.</p> <p>I can use conventions such as: trend, rogue result, support prediction, and –er word generalisations.</p>	<p>I can decide when it is appropriate to do a fair test.</p> <p>I can select the right equipment on my own.</p> <p>I can make a set of observations or measurements and say what the interval and range are.</p>	<p>I can interpret data and find patterns.</p> <p>I can draw conclusions and identify scientific evidence.</p> <p>I can suggest improvements to my method and give reasons.</p>
5	<p>I can use more than one step to describe a process.</p> <p>I can explain my scientific ideas in a clear and detailed way.</p> <p>I can identify strengths and weaknesses in science models and thoughts.</p>	<p>I understand that people have different ideas about science.</p> <p>I can say how science affects me and other people in different ways.</p> <p>I can understand that science can be used in a positive and negative way.</p>	<p>I can decide which format is best to present data.</p> <p>I can use scientific conventions to explain abstract ideas.</p> <p>I can suggest how teamwork may improve the evidence collected in investigations.</p> <p>I know the difference between scientific evidence and opinion.</p>	<p>I can identify several variables and select the best one/s to investigate.</p> <p>I can say why equipment is appropriate to the task.</p> <p>I can make suggestions to control risk.</p>	<p>I can interpret data from a variety of formats and recognise inconsistencies.</p> <p>I can give explanations for differences in repeated results.</p> <p>I can draw valid conclusions that use more than one piece of supporting evidence.</p> <p>I can evaluate my work and make suggestions for improvements.</p>

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7. ASSESSMENT IN THE PERFORMING AND VISUAL ARTS, DESIGN TECHNOLOGY and PE.

Assessment in these subjects has long proved to be problematic. At Molescroft we have sought to develop a system which

- Engages the pupil in his or her assessment;
- Enables pupils to measure performance against transferable skills;
- Engages everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress. The assessment system seeks to eliminate the assessment of events, which may give a snap shot of attainment but has dubious long-term relevance.

Assessment is based on a single grid as shown below. This grid is displayed in all classrooms and in the Hall and Music Room. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson i.e.

Exploring Ideas
Developing Skills
Making, Designing, Composing
Performing, Demonstrating, understanding
Evaluating

At each level there is advice given to guide pupils and teachers to support pupils in moving to the next level.

The system is intended to be oral. Within an assessment session pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each stand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level.

The presumption on which this system is based is that a teacher correctly plans work to match the expectations of the age of pupils being taught. The demands of the lesson are therefore age appropriate. A teacher then begins each lesson with a clear idea of what the secure level for this piece of work is to be. The following is a guide:

YEAR 1 LEVEL 1b
YEAR 2 LEVEL 2b
YEAR 3 LEVEL 2a/3c

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YEAR 4	LEVEL 3b
YEAR 5	LEVEL 3a/4c
YEAR 6	LEVEL 4b

All children can therefore refer to the grid in the context of every lesson. The grid is therefore fully relevant to all children in all lessons. The grid allows for all abilities in all age ranges working at, below or above the 'secure' target level, with extension for Gifted and Talented and support for Special Educational Needs.

This matches exactly the reporting system used in the annual reports.

Specific requirements:

- The Grid is reinforced IN EVERY UNIT.
- Every D&T project must have an annotated/highlighted grid in the project folder. Teachers must know the secure level the work is targeted at. These must be completed by the children in consultation with the teacher in the lessons.
- Similarly a grid must be completed for the Arts at the end of every unit. These should be stuck into the sketch books.
- In PE one grid lasts a year and at appropriate moments children annotate the grid with coloured ticks to demonstrate their progress. Each element of PE e.g. Gymnastics or dance should use a different colour.
- In Music one grid also lasts a year and is completed in the same manner as for P.E

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.

Potential Questions for each strand.

Exploring Ideas

Were you happy to try out new ideas?

How did you work with a team?

When did you listen to the advice of others?

Did you always agree with what other people suggested? Why? Why not?

How did you alter our work because of the suggestions of others?

What ideas did you have of your own?

How did you share your ideas with other people?

What did you notice, which other people did not?

Which of your suggestions did other people take note of?

How were you successful?

Developing Skills

How do you feel that you have improved?

What can you do now that you couldn't do before?

Have you thought things through carefully? Why? Why not?

What went wrong?

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What did you learn from that?
What did you try out for the first time?
What surprised you?
What interesting discoveries did you make?
What have you shared with your fellow pupils?

Making, Designing, Composing

Which skills did you use in this project?
Did you achieve what you set out achieve? How do you know?
How is your work original?
How did you manage to keep within the timescale?
How did you cope with difficulties?
How is your work different to that of your friends?
What are you most pleased about?

Performing, Demonstrating, understanding

How did you enjoy the project?
Do you feel you have demonstrated your abilities?
Do you feel ready to move on to more complicated tasks?
Do you feel that you need more time to practice?
Do you feel that you have a particular flair for this work? Why?
What makes your work more interesting than perhaps that of others?
What do you admire in the work of others?
How could you and /or others improve work further?
What can advice can you offer others to reach a high standard?

Evaluating

Describe what has been done in this lesson / unit.
What have you learnt in this lesson / unit?
How has your worked improved in this lesson / unit?
How does your work compare to that of others?
Why is their work better or not than yours?
How can standards be improved in your work and that of your friends?

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MOLESCROFT PRIMARY SCHOOL ASSESSMENT SHEET for the VISUAL AND PERFORMING ARTS, PE, AND DESIGN AND TECHNOLOGY

	EXPLORING IDEAS	DEVELOPING SKILLS	MAKING DESIGNING COMPOSING	PERFORMING DEMONSTRATING UNDERSTANDING	EVALUATING
BELOW TARGET LEVEL	You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes.	You are hesitant and unsure. ADVICE: Take time and be confident.	You are making your first steps. ADVICE: Do not be afraid to take bigger steps.	You describe the lesson. ADVICE: Explain <u>your</u> ideas more.
ENTRY LEVEL	You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas.	You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard.	You have a range of promising ideas. ADVICE: Nearly there – stick at it!	You are developing. ADVICE: You are now making progress, practice makes perfect.	You explain your own ideas and progress. ADVICE: Explain <u>all</u> of the problems and how you solved them.
SECURE LEVEL	You share ideas and support others. ADVICE: Discuss ideas in more depth.	You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more.	You are secure and sure in your work. ADVICE: Now is the time to be more inventive.	You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient.	You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'.
HIGH LEVEL	You share ideas and	You are willing and	You are inventive	You are expressive.	You make

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	<p>support and learn from others.</p> <p>ADVICE: Keep your focus strong.</p>	<p>successfully explore and develop new techniques.</p> <p>ADVICE: Keep on with your work and refine your creativity even more.</p>	<p>and your ideas are original.</p> <p>ADVICE: Keep working hard to become truly fluent.</p>	<p>ADVICE: You are working at a high standard; can you leap to a higher level?</p>	<p>informative, full and detailed comments.</p> <p>ADVICE: Try to use specialist terms in your evaluation.</p>
<p>ABOVE TARGET LEVEL</p>	<p>You are a leader, you are fair and you negotiate.</p> <p>ADVICE: Continue to develop your consultation skills.</p>	<p>You are creative and experimental this leads you to make inspirational discoveries.</p> <p>ADVICE: Enjoy the fruits of your labour!</p>	<p>You are confident and fluent in your work.</p> <p>ADVICE: Consider developing a specialism in this area of work.</p>	<p>You are fluent and fully confident.</p> <p>ADVICE: Where else can you find opportunities to develop this work?</p>	<p>You use specialist terms to evaluate work and relate to other work you have seen.</p> <p>ADVICE: How have others, in a professional sense, solved similar problems?</p>

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8. ASSESSMENT OF FOUNDATION SUBJECTS, SCIENCE, ICT, R.E, PSHCE and PRIMARY LANGUAGES using the ANNUAL REPORT

We have developed the Annual Report significantly to incorporate ongoing assessments of pupils' performance in units of work covered. These report formats are prepared in advance in accordance with the Long Term Plan. For each unit pupils are assessed to have met the HIS OR HER expected targets, exceeded them or not met them. In addition the key processes of each subject are listed. Similarly pupils' performance is recorded, however their performance is measured against expectations for pupils' of their age.

9. ASSESSMENT FOR LEARNING IN SCIENCE, HISTORY, GEOGRAPHY and RE

Every unit should begin with a Mind Map of what is already known. This could be a class one on a smart board.

Every unit should conclude with children demonstrating on a new Mind Map or by extending the original what they now know.

These maps will support teachers in evaluating the effectiveness of their teaching. It will also ensure that we don't over teach what is already known and understood. Rather teachers find out what children would like to know and compliment this with what they need to know leading to effective Assessment for Learning influencing planning.

10. ADDITIONAL ASSESSMENT OF HISTORY & GEOGRAPHY

In addition an assessment grid is available for History and Geography. This is used for every unit in exactly the same way as the Sports and Arts grid is used for Art and D&T i.e one grid per child per unit.

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Molescroft Primary School Assessment Sheet for History and Geography

Name _____ Unit _____ Date _____

Specialist Knowledge		Knowledge & Understanding	Interpretation	Enquiry & Skills	Organisation & Communication
Chronology	Environmental Change & Sustainable Development				
I can place a few events or objects in order. I am beginning to use simple terms about the passing of time. (Then, now, past, present)	I can say what I think about what places are like. I understand why it is important to care for the environment.	I can listen to and tell stories about the past. I can say what my local area is like and know that there are other places outside the UK.	I can recognise objects from the past. I can recognise people and places that are different from the UK.	I can use sources of information like pictures, videos and stories to find answers to simple questions about history and geography. I am beginning to do this kind of work independently.	I can talk about what I have learned. I am beginning to combine words with pictures to present my work.
I can place a few events and objects in order. I can use simple terms about the passing of time. (Then, now, past, present)	I know that people can damage the environment. I can give a few examples of how they do this.	I know that my life is different from the lives of people in the past and may be different from those living in places outside the UK today. I am beginning to recognise that there are reasons why people acted as they did in the past.	I can recognise some of the different ways in which the past, people and places are represented. Things like pictures, objects, museum displays.	I can use sources of information, including objects and visits, to find answers to simple questions about history and geography. I can do this kind of work independently.	I am beginning to present my findings through oral/enactive work and through logically arranged work in pictures and writing. My use of key vocabulary is developing.
I can order a number of objects and events in the correct order. I understand that the past can be divided into different periods.	I can give reasons for my observations and for my views and judgements about environments. I can give a few examples of how people seek to improve and sustain environments.	I understand some of the main events, people and changes that have happened in the past and know some reasons why people behaved as they did. I know some similarities and differences in human and physical features of places.	I can identify for myself some of the different ways in which the past, people and places are represented. Things like written accounts, film, plays and songs.	I am beginning to think of my own questions to ask about history and geography based on the sources of information my teacher gives me to use. I am becoming a history/geography detective.	I can confidently present my findings as above and can include basic maps and diagrams I have drawn to communicate information clearly. I am becoming skilled at using the correct vocabulary.
I can organise information chronologically within periods of time and topics. I make use of dates and chronological terms and conventions such as BC, AD, century and decade.	I can explain how people can both improve and damage the environment. I can explain my own views and the views that other people hold about an environmental change.	I can describe key features of past societies and periods. I can explain what a place is like, how it got like that and how and why is it changing. I am developing an understanding of a range of environments throughout the world.	I show some understanding that the past, people and places have been represented in different ways. I know that I have to consider that different opinions exist and I show this in my work.	I think of my own questions about history and geography. To answer them I can select and combine information from different sources (maps, physical features, diaries, portraits, eyewitness accounts, images, objects, stories, film, internet and what I already know).	My work is structured and well organised. I can present information confidently and clearly, combining maps, diagrams, pictures, writing and ICT. I use a relevant vocabulary with confidence.

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<p>I now have a chronological knowledge of key events within a period. I have detailed knowledge of chronological terms and their use.</p>	<p>I can suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. I recognise how people try to manage environments sustainably.</p>	<p>I am showing increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world and can describe events, people and changes. I can explain physical and human processes in a range of places throughout the world.</p>	<p>I know that some events, people, places and changes have been interpreted in different ways. I can suggest possible reasons for this, eg political issues, perspective. I understand that throughout history people and places have often been stereotyped.</p>	<p>I can think of interesting and relevant questions when I study history and geography. I know what I can use to find the answers and can select the relevant sources of information for the job. I know that some sources may not always be accurate.</p>	<p>I can select the most appropriate information to include in my work and present it in a logical, structured way, which clearly combines a range of presentation tools. I use relevant vocabulary both confidently and accurately.</p>
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11. ASSESSMENT OF I.C.T, R.E & PSHCE

Assessment of I.C.T, R.E and P.S.H.C.E is recorded on unit sheets as shown below. Having at least completed a class mind map/brainstorm to be certain of previous knowledge and understanding; the teacher / teaching assistant completes the core objectives for the unit of work.

By the end of the unit the teacher / teaching assistant records only the names of the pupils who went beyond the core targets or achieved entry level targets or were absent. This information directly informs the school's reports to parents.

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MOLESCROFT PRIMARY SCHOOL ASSESSMENT SHEET FOR I.C.T, R.E & P.S.H.C.E



Year Group	
Class	
Unit of Work	
Term/Year	

At the end of the Unit some children may only be able to....	At the end of the Unit most children will be able to....	At the end of the Unit some children will go further and be able to....

Children below target		Children above target

Children absent

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12. REPORTING TO PARENTS

In addition to the above at the end of the academic year parents receive within the report SAT data on Core subjects and more detailed commentary on attainment in Maths and English. For each subject teachers have the opportunity to set targets for future improvement. Parents have the opportunity to discuss the report with their child's teacher.

Consultation evenings are held in the Autumn and Spring Terms. Pupils are encouraged to attend the ten-minute meetings. Should parents require more time, additional appointments are freely offered. Parents are reminded that they may make an appointment to meet with a class teacher, a Key Stage coordinator, deputy or head teacher at any time. Twice a year specific appointments are offered for parents to meet with the Special Educational Needs Coordinator where appropriate.

13. REPORTING TO GOVERNORS

Standards achieved in the school are fully analysed and reported to Governors through the Annual Standards Report, which is dissected at the Annual Staff – Governor Standards Meeting in November.

The report, which has individual pupil data in the teachers' version, draws on data from:

- SAT tests
- QCA optional SATs
- Standardised test results
- Writing Assessments
- PANDA data
- Fisher Family Trust Data
- Foundation Stage Profile Data
- Other relevant reports.

Governors have a clear understanding of the issues facing the school in relation to pupil performance. They understand the strengths and weaknesses and thus are able to support the school closely in the identification of targets and priorities. The governors are therefore central to the development and agreement of the School Improvement Plan. Governors also receive termly progress reports on the School Improvement Plan.

In addition through the Head Teacher's Report Governors receive the Head's and other coordinators' reports on the effectiveness of teaching and planning across the school. The governors also receive copies of the Records of Visits forms, which are supplied by representatives of the Educational Authority.

14. RECORDS OF ACHIEVEMENT

Each pupil has a Record of Achievement briefcase. Contained within are the following:

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Blue Folder

To contain all summary sheets. E.g. end of Key Stage summaries, summaries from other activities, copies of Annual Reports, Transfer Forms and any other end of year summary.

Red Folder

Pupils' test papers from National and Standardised Tests

Yellow Folder

Pupils' assessed writing

Grey Folder

To contain assessments made in Science, ICT and the Foundation Subjects. These are not national or standardised tests.

Art Folder

Selected work

Records from other schools are also stored in the briefcase. These can be divided accordingly or kept as a separate volume.

15. ASSESSING SPECIAL EDUCATIONAL NEEDS

Pupils with Special Educational Needs are required to demonstrate attainment through agreed tests. The LEA sets these. Refer to the SEN Policy for guidance.

16. ASSESSING FOR GIFTED AND TALENTED PUPILS

The Policy for Gifted, Talented and High Achieving Pupils demonstrates how pupils are identified and supported. Standardised Tests automatically identify pupils for inclusion on the register. In addition however pupils can and must be identified in other subjects. Clear guidance is given within the Policy. Most notably teachers must be aware of talented pupils identified through the Assessment of pupils in the Visual and Performing Arts, PE, and Design and Technology. Teachers may complete an identification form and or seek the opinion of the Gifted and Talented coordinator.

17. EQUAL OPPORTUNITIES

Assessment is potentially discriminatory in that a child with a particular special need in English may not be able to demonstrate effectively a talent in another subject. Similarly pupils with English as second language can potentially fail to demonstrate their full potential in the curriculum due to the nature of assessment and communication difficulties. Teachers must be alert to such difficulties and seek to overcome potential under assessment. Where a child is potentially failing to demonstrate his or her real potential in one subject because of difficulties in another the SENCo should be involved. Where necessary, advice from the English as an Additional Language Support Team should be sought.

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Every opportunity to ensure a fair opportunity to succeed in National Tests is taken. Where appropriate, extra time, readers and recorders are applied for.

Refer also to the Equal Opportunities Policy and the Inclusion Policy.

18. TARGET SETTING

Target Setting is essentially based on the Individual in the classroom. It is a process, which ultimately leads to the targets for the school, which are agreed by the Governors and the LEA. These are published in the Governors' Annual Report to Parents.

Objectives in lessons lead to objectives in pupils' work, which are target based. These lead to marking according to targets. Sometimes these targets (particularly in Maths and Guided Reading) are group based.

End of Unit targets are assessed in all subjects. For Science, ICT and Foundation Subjects these are recorded in the Annual Report.

Performance in Writing Assessments is recorded and personal targets are produced and recorded on each child's Hit List Card. These are updated after future assessments and during day-to-day work.

On an annual basis pupils' performance is measured in Reading, Writing and Maths through standardised tests and QCA tests. On the basis of these results and previous scores, targets are set for each pupil for the year ahead. They are set according to the following formula.

TARGET SETTING FORMULA

SETTING TARGETS FOR END OF KEY STAGE 2

Following KS1 SAT results the following correlation is made:

LEVEL 2C+ = target for Y6 of L4
LEVEL 2A+ = target for Y6 of L5
LEVEL 1 = consider target for Y6 of L4

Following Standardised test results
QUOTIENTS scoring 110+ = target for Y6 of L5
QUOTIENTS scoring 95+ = target for Y6 of L4
QUOTIENTS scoring 90+ = consider target for Y6 of L4

Following Option SAT tests in Y5
BY Y5 QCA LEVEL 4 consider target for Y6 of L5
BY Y5 QCA LEVEL 3 consider target for Y6 of L4

Following Science Results in KS1
SCIENCE L3 = target for Y6 L5

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SCIENCE L2 = target for Y6 L4 unless they scored 2a and 2a/2b in Maths and English, then forecast L5.

FISHER FAMILY TRUST DATA: Use as a check to ensure that no pupils are being underestimated.

TARGETS FOR EVERY CHILD in Y 4 – Y6

Except those with quotients below 95 for whom a 1/3 level increase is expected, all other pupils will be expected to be challenged to make a 2/3 level increase in a year. However it is not expected that every child will make a 2/3 of a level increase every year.

TARGETS IN Y3

There is clearly a difference between KS1 and KS2 tests. There is a settling period required in Y3, which has been clear for a number of years. In addition the LEA chart for demonstrating how children progress through the levels, shows that a Level 3 at KS1 is seen as being below Level 3c,

Therefore the Y3 target is to be set as follows:

SCORE IN Y2 ---- Y3 TARGET

L1	L2c
L2c	L 2a
L2b	L 3c
L2a	L 3c
L3	L 3c

To get most of the cohort working within Level 3 at the end of Year 3 will provide an excellent springboard to move the cohort to level 4 and above in the following three years.

19. ASSESSMENT IN THE FOUNDATION STAGE

Please refer to the Foundation Stage Policy