

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE



PLANNING, ASSESSMENT AND RECORD KEEPING POLICY

Reviewed October 2011

TO BE REVIEWED: October 2012



Planning, Assessment & Record Keeping

Introduction

This policy is the agreed statement about curriculum planning, assessment and record keeping at Barton.

The purpose of this policy is to help ensure high quality teacher assessment which will form an integral part of planning. It will enhance teaching and improve learning through offering specific, constructive feedback.

Systematic recording then provides information about strengths and weaknesses which will then be used in planning future learning and to report to parents.

The Aims of Curriculum Planning, Assessment and Record Keeping

At Barton we believe that:

Planning should:

- Match the curriculum offered to the needs of the pupils and map progression through the school
- Provide structure for teaching and learning
- Provide clear learning objectives
- Indicate how achievement of these objectives will be recognised through assessment opportunities
- Provide a broad and challenging curriculum for all pupils

Assessment should:

Inform future planning, teaching and learning

Involve pupils through self-evaluation and target setting

- Offer all pupils opportunity to show what they know, understand, can do and what they need to develop
- Enable teachers to plan for progression
- Show progress in relation to National Standards
- Provide opportunities for staff to moderate levels of work and agree standards

Record Keeping should:

- Be used to evaluate the effectiveness of teaching and learning and identify issues for the School Improvement Plan
- Show individual children's progress over time
- Inform teachers of any changes necessary to planning

- Inform end of year and statutory end of Key Stage teacher assessments
- Inform the setting of individual, group, class, Key Stage and whole school targets
- Provide accurate information about a child's attainment and progress in relation to National Standards for effective communication with parents including report writing
- Show what a child knows, understands and can do
- Help individual children see the progress they are making

GUIDELINES FOR IMPLEMENTING THE CURRICULUM PLANNING, ASSESSMENT AND RECORD KEEPING POLICY

Planning

Good curriculum planning is essential in raising standards. The focus is on Teaching and learning incorporating target setting, assessment and review.

Curriculum planning at Barton consists of five key elements:

1. Aims and core values of the school;
2. Curriculum policies;
3. Long term planning: the curriculum framework based on the National Curriculum programmes of study;
4. Medium term planning: units of work
5. Short term planning

The focus is on what we want the children to learn, how they will learn it, how we will identify successful learning and how we will decide what they need to learn next.

Long Term Planning

At Barton we believe that long term planning is most effective when the whole school is involved. We ensure that the Statutory Programmes of Study and Foundation Stage Profiles are covered and progression is mapped throughout the school (appendix 2-Curriculum Framework). This provides a broad overview of the school curriculum. When mapping the curriculum, the broader aims and values of the school should be reflected.

For literacy, an overview of the year shows how the literacy units are mapped into terms.

Curriculum Framework

The curriculum framework provides an overview of the school curriculum. It shows how the curriculum is covered in each Key Stage over a 2 year cycle.

It provides information to:

- The teachers - about what they are expected to teach
- The Headteacher - about the overall curriculum coverage , balance and continuity
- Subject co-ordinators - about the coverage, continuity and progression in their particular areas
- Governors, parents, inspectors, and children about the school's commitment to teaching and learning

Medium Term Planning

Medium term plans are required for literacy, maths, and topic which encompasses all other core and foundation subjects as required by the national curriculum.

This planning will show details of:

- Focus from the programmes of study/ key questions
- Learning objectives
- Activities
- Resources
- Assessment opportunities and evaluation (Appendix 4)
- Differentiated learning outcomes

Learning objectives are statements about what we want the children to learn. They must be clear, concise and specify what the children will know, understand or be able to do. (Appendix 5- learning objectives)

Activities are the things children will do in order to achieve the Learning Objectives. Enough detail should be included in order that someone who was not involved in the drawing up of the plans should be able to understand the activity, and that in topic plans the medium term plans are schemes of work with enough detail to be used as short term plans.

Resources include equipment, places or people needed in order for the activity to successfully proceed.

Assessment Opportunities identify when and how assessments are going to take place. They must relate to the original learning objectives.

Evaluation provides opportunities to feedback on pupil response and appropriateness of the activity and to inform future planning.

Learning outcomes relate to the learning objectives and show what different levels of learning may be achieved by different groups of children.

Medium term plans are also mapped out on a half term overview to ensure appropriate links between areas of learning and to accommodate school events. (Appendix 6- Half-Term Overview)

Short Term Planning

This continues the process from the broad to the fine detail. These plans are detailed accounts of what is going to happen and how the teacher is going to deliver the curriculum.

At Barton in Key Stage 1 and 2 the medium term topic plans include enough detail to double as short term plans.

In Maths and Literacy, weekly plans are drawn up from the medium term or unit plan.

Daily plans will be used during and detailed lesson plans will be used when teachers are being observed.

Planning is collaborative within teaching teams. Subject Co-ordinators are responsible for monitoring and evaluating schemes of work as part of an on-going process of improvement.

Responsibilities for Monitoring Planning

Long term and medium plans are monitored by the Headteacher, Subject Co-ordinators and Key Stage Leaders.

Plans should be available at all times. Topic plans are kept in Key stage planning files. Literacy and maths planning is kept in teachers' individual folders.

The Headteacher will request a cross-section of plans at different times throughout the year.

Assessment

The process of assessment combines intuitive and focused analytical assessment. Effective high quality teacher assessment is part of planning which has a clear purpose, supports and enhances teaching and learning through offering specific, constructive feedback. (appendix 9 - The process of assessment).

The prime purpose of assessment is to inform teaching and future learning. Therefore it also:

- Allows teachers to plan for progression
- Is a measure of progress for individuals, groups and the school
- Allows teachers to set realistic and challenging targets
- Promotes consistent and accurate judgments
- Identifies strengths and weaknesses of pupils
- Identifies targets
- Evaluates provision
- Gives information for grouping children for differentiation
- Leads to communicating with children how they can improve their performance through target setting
- Identifies significant variations in performance
- Identifies aspects of less successful teaching/planning
- Implements procedures for monitoring and evaluating.

Tracking Progress:

Half termly and termly assessments are collated for data tracking in speaking and listening, reading, writing, maths and science.

The most frequent type of assessment takes place in every lesson. This has the greatest potential to make substantial and immediate, positive effects on learning. In every lesson assessment should be focused primarily on that lesson's learning objectives. These are made explicit to the children at the beginning of the lesson and reviewed with the children at appropriate points. Teachers gather information about individual pupils' attainment from talking to them and marking their work on a daily basis. This information should inform planning and target setting.

Learning is not a linear progression and teachers must be ready to recognise the unplanned but significant learning that individual children may evidence in a lesson. Teachers and Teaching Assistants make notes and observations of such learning to keep in evidence files.

Self - Assessment

Children at Barton are encouraged be part of the assessment process in a range of ways:

Reception - through sharing and discussion

Years 1-4 - 'traffic light' system, end of topic evaluation and discussion and end of year report. They also make assessments of their own learning through agreeing success criteria against which they assess their own or a partner's performance.

On-Going Assessment

On-going assessment includes the children's individual targets which can be found on their target cards for children in years 1 to 4. These targets are the next learning steps for that child to progress in writing, maths and science. We encourage children to recognise when they have achieved a current target and to take the initiative for showing evidence to the teacher or classroom assistant.

Marking and Providing Feedback to Pupils

Our marking policy ensures consistent practice which is in line with the overall policy on assessment, recording and reporting throughout the school.

We aim to:

- Provide feedback to pupils about their work promptly and regularly
- Include both oral and written feedback where appropriate
- Focus the response on the learning objectives and criteria for success
- Provide pupils with opportunities to assess their own and each others' work and give feedback as appropriate
- Ensure that pupils understand their achievements and know what they need to do next to make progress
- Use the information gained together with other information to adjust future teaching plans

End of Unit Assessments

Assessments are planned to align with the units of work for particular subjects. Key learning objectives which will be the focus for assessment, are identified within the medium term plans. Assessment may take place at the beginning of a unit of work and at the end, or perhaps almost at the end of that there is time to clear up any misunderstandings. End of term assessments are recorded using the APP (assessing Pupil Progress) criteria for English, Maths and Science through a process of sampling.

Assessment at the end of the Year/Key Stage

Statutory tasks and tests are used to help make judgments about a child's attainment in line with National Standards at the end of Key stage 1. SATs are administered in English and maths to Year 3 and 4 children in the summer term.

The Single Word Spelling and Salford Reading tests are administered twice a year to track children's progress.

Portfolios

Children's individual record sheets (as specified in subject policies) are kept in their own portfolios which are passed on when they change class.

Using Assessment Information and Results - Data Analysis

At Barton we use the assessment and results to see:

- If our expectations are appropriate for all pupils
- If we are making progress in relation to our baseline
- If there is variation in the performance of different groups of pupils, e.g. boys/girls, ethnic groups, pupils with special needs, looked after children and gifted and talented pupils
- If parallel classes are performing differently
- If there are variations in performance in different subjects
- If our pupils do as well as pupils in similar schools
- How our pupils compare nationally
- What our year on year trends are like

As a result of analysing our assessment results we

- Know how to respond and act upon the information that emerges in terms of whole school management issues and classroom practice
- Know how our results compare with national expectations
- Produce action plans to achieve agreed improvements
- Ensure that the school improvement plan reflects our findings

Record Keeping

Record keeping has two main purposes: informing future teaching and keeping track of children's progress.

Recording is necessary to retain information about children's attainment and progress and should be made available to others. At Barton our school record system is used;

- to help the teacher plan the next steps in teaching and learning
- to show what a child knows, understands and can do and the progress that he or she has made
- to help children to see the progress they are making
- to provide information for setting targets at all levels
- to inform discussions with parents and for end of the year reports,
- to provide accurate information about a child's attainment, progress and learning needs that can be passed on to the next teacher or school
- to assist with end of year and statutory end-of-key-stage teacher assessments
- to inform subject co-ordinators of any changes required to medium term plans
- to evaluate the effectiveness of teaching
- to identify issues for the School Improvement Plan

Recording may be done in any of these ways;

- annotating weekly and daily plans: these are seen as working documents, with revisions being made of any planned work not covered or additional work addressed. Next steps can also be written for individual children or groups, especially for those children who have exceeded the learning objectives set and those which have not met them.
- Writing comments on children's work: children's work is in itself a record. It shows what they have attained and over a period of time shows learning objective for each lesson is incorporated into the teacher's comments.
- Compiling individual portfolios-writing portfolios are used which show attainment and progress of children's writing skills, clearly annotated to show what they can do and what they next steps are)

- Subject-specific records: in some subjects it helps to keep detailed records of specific achievements.

In Literacy we keep the following records for Key Stages 1 and 2:

Home/school Reading Diary,

Spelling Record,

Sight Vocabulary Record,

Phonic Awareness record

Reading records and Special Writing Portfolios,

Speaking and Listening

In Mathematics we have individual records to record progress against the main learning objectives.

In I.C.T we also keep individual records of attainment.

Class diary - this is to record events throughout the year, showing children's achievements including photographic evidence of the activities undertaken.

Children's Self Assessment - we encourage children to discuss and make comments about their work in their books or on specific self-assessment sheets at the ends of topics. They are also required to make a comment on their annual report about their achievements and progress.

In Science, records are kept for each attainment target with evidence such as work, photos or observations to support judgments.

Achievements in the **foundation subjects** are evidenced through the children's work and notes are kept in individual teacher's planning files in the topic evaluation.

Monitoring

Progress is monitored through sharing of record files, work and data at monthly Key Stage progress meetings. Any concerns are reported to the Head Teacher and amendments made to the class/year group provision map and planning as necessary. Progress is monitored each term by the Head Teacher and School Improvement Partner using data and notes about individuals from the teachers.

Work Scrutiny is carried out in the core subjects and feedback given to staff as soon as possible so that action can be taken to improve teaching and performance.

Reporting to Parents and Carers

Reporting to parents/carers takes place twice yearly in October and February/March through interviews and annually through a written report.

Written reports include clear information about the child's strengths and areas for development and targets to be followed up in later work.

Reports to parents/carers in this school provide clear information which parents can understand about their child's progress, outlining strengths and the areas they need to develop. They set realistic targets which are worked on and reviewed. At the end of Key Stage 1 Teacher Assessment and National test results are presented to the parents in reports.

Parents/carers may meet with the class teacher by appointment at any time to discuss their child's progress.

Children with Additional Educational Needs are identified and monitored and parents are kept informed of their child's progress.

Responsibilities

In order to manage and monitor Planning, Assessment and Record Keeping successfully this school:

- has an agreed policy for Planning, Assessment and Record Keeping,
- has agreed guidelines for implementing the policy,
- has procedures in place to monitor and evaluate what is happening in all aspects of Planning, Assessment and Record Keeping,
- acts upon what we find out about our strengths and weaknesses,
- has a Senior Leadership Team which has overall responsibility for Planning, Assessment and Record Keeping.