

Redmaids' High School

Monitoring, Feedback, Assessment and Reporting – Junior School



REDMAIDS'
HIGH SCHOOL
FOR GIRLS | BRISTOL
JUNIOR SCHOOL

At the heart of the assessment process lies the child and all our efforts should be directed towards improving the quality of children's learning and improving our own effectiveness as teachers.

Policy on Assessment

Background

We gather evidence in the widest context and make judgements about that evidence when we assess our pupils. This process of assessment should be an integral part of the teaching/learning framework. It is part of the planning/ teaching/ learning/ evaluation cycle and leads the teacher to a decision of "What comes next?" and it leads pupils to evaluate their own success and take actions to improve their performance.

Purpose

- To provide diagnostic evidence which identifies future learning needs in order to raise standards.
- To help teachers evaluate the success of their teaching strategies.
- To give pupils the opportunity to be actively involved in their own learning.
- To contribute to the continuity and progression of learning throughout the school.

Practice

1. Assessment is an integral part of each teacher's curriculum planning which takes account of previous assessment judgements.
2. We adopt a wide variety of methods and contexts for assessment:

Methods include: - observing, listening and talking to children

marking children's work (see marking policy)

children's self-evaluation

peer assessment

setting tests

InCAS (Y3-6) testing

LASS (Y3-6)

We assess pupils individually, in pairs, in groups and as a whole class. These assessment methods can be used to identify where pupils need extra support or intervention.

3. We provide regular and constructive feedback to pupils on their performance, both written and verbally, suggesting further action to improve standards and develop motivation for future learning.
4. Teacher assessment of core and foundation subjects are carried out twice a year, identifying pupils working towards, working at and working beyond expected levels.
5. In consultation with children (Y3-6) we identify individual learning aims for children to work towards and these are reviewed and updated throughout the year.

Monitoring

The MR&R co-ordinator monitors the implementation of the assessment policy, including marking strategies, regularly to ensure good practice. Each teacher monitors their own implementation of this policy. The policy is reviewed annually.

Policy on Recording

Background

Records need to be kept both of what children have been taught and how well they have learned it in terms of their attainment and progress. These are then used to review the child's progress to plan future steps in learning. We believe for this to work most effectively, records need to be manageable, useful for setting future learning targets, accessible, pupil centred and regularly updated.

Purpose

- To acknowledge strengths and weaknesses.
- To assist the setting of future learning targets by diagnosing needs.
- To convey information to the other teachers.
- To use at parents' meetings.
- To help assess attainment levels against national expectations.

Practice

1. Learning aims are negotiated and agreed for each child regularly and are easily accessible to children. They are encouraged to reflect on their progress towards achieving them during review sessions.
2. Examples of work reflecting all subjects are collected on an annual basis from each class. Three pupils are selected: higher, middle and lower from each class. If SEND is not represented in a particular year group, then an additional child will be added to the sample. The work is stored for a year and then the process is repeated the following year. An overview of attainment and effort grades in both core and foundation subjects for each child is recorded and reviewed regularly. InCAS and teacher

assessments in core subjects inform the “tracking” of attainment as each child progresses through the school and gives us an accurate measure of progress.

3. Biannual attainment and effort grades are recorded in SIMS.
4. The SEND register is kept on the staff drive along with IEPs for individual pupils. Relevant staff update targets on IEPs twice a year. (see Special Educational Needs & Disabilities Policy) A More Able, Gifted and Talented register is kept on the staff drive and updated twice a year.
5. Where relevant, SEND documents for individual pupils e.g. IEP, Education Psychologist reports, Assessments etc are held in SIMS.

Monitoring

The MR&R co-ordinator monitors the implementation of the recording policy regularly to ensure good practice. Each teacher monitors their own implementation of this policy. The policy is reviewed annually.

Policy on Reporting

Background

Good reports provide parents and teachers with a clear picture of children’s achievements, progress and needs together with attainment within the National Curriculum. We aim for relaxed, friendly and frequent dialogue with parents about their children, and reports, both oral and written, are a key feature of this dialogue.

Purpose

- To have a positive effect on children’s attitudes, motivation and self-esteem.
- To provide a clear overview of children’s academic progress and their personal and social development.
- To set targets for future learning.
- To develop the home/school relationship and encourage parental involvement and support.
- To promote the responsibility of teachers.

Practice

1. Written reports to parents include future learning aims and are issued in December and in the summer term. In December the ‘learner profile’ is reported on, thereby emphasising a central aim of the school. In addition, parents are informed of the attainment and effort for each curriculum area. The report in summer is subject based. This report also includes pupil participation in extra-curricular activities. The timing of written reports is such that parents are given the opportunity to discuss the report with teachers and attend to matters raised in it. Parent/teacher meetings take place each term. Every parent is actively encouraged to attend. IEPs and InCAS results are discussed where relevant.

2. A sending/receiving teacher meeting takes place in June/July. Learning strategies, SEN needs, attainment and learning targets are the focus of these meetings.
3. At the end of Key Stage 2, the summer report which includes summaries of attainment and achievement, forms a transfer document and is sent to secondary schools by July 31st each year.
4. Teacher Assessment (TA) and effort grades are reported to parents biannually. These are reported to secondary schools within the pupil profile transfer document.

Monitoring

The MR&R co-ordinator reviews reporting practice annually to ensure that it reflects the aims of the school. Good practice procedures for both written and oral reports are emphasised at staff meetings at appropriate times.

Currently, there is a working party to look at reporting to ensure that it is still for purpose. Any changes will be added to this policy as necessary. (Sept 23)

POLICY ON MARKING STRATEGIES

Background

Marking is most effective when there is an atmosphere of shared trust and joint responsibility between the teacher and pupil. It is a dialogue between the teacher and the pupil which should provide motivation for the next stage of learning.

Purpose (for the pupil)

- To help the pupil understand the progress they have made
- To give the pupil a clear understanding of the next steps they need to take to develop their learning
- To prompt a discussion with the pupil to gain further information for either the pupil or teacher

Purpose (for the teacher)

- To provide diagnostic evidence of pupil performance
- To provide a picture of performance in response to National Curriculum attainment targets
- To inform future planning enabling a targeted response to pupils' needs.

Practice

1. We understand that verbal feedback of the pupil's work is the most effective tool for improving the quality of their learning. Discussion about individual pupil's work is a regular feature of lessons.
2. In marking pupils' work we aim to emphasise the following features either by discussing their work or through written comments. These are given in order of priority.
 - How well have they **demonstrated understanding** of the task, based on the learning objectives of the lesson?
 - How successful have they been in **organising** their response to the task?
 - How successful have they been in **communicating** the ideas and **presenting** the outcomes?
 - What **attitudes** did they display when tackling the task?
3. Verbal and written comments (these may be typed and attached as labels) on pupils' work provide positive feedback and/or suggest further action for the pupil to take.
4. Stickers or stamps are used to emphasise written comments and motivate pupils.
5. Written comments are legible and understandable to the pupils concerned.
6. Pupils' work is marked promptly and time is set aside for the pupils to read and digest or reply to their teachers' comments before embarking on the next task. A review session is built into the timetable to facilitate this.

7. A marking scrutiny involving all teaching staff takes place annually to ensure consistency of marking across the subject areas.
8. In the case of those students identified as having additional needs, feedback is specific and clear with careful consideration given for those with specific learning difficulties and barriers to learning. This feedback will be in line with the feedback given to the rest of the class in order to provide equal treatment but may be differentiated for the pupil to achieve equity.

Monitoring

The MR&R co-ordinator monitors the implementation of this policy to ensure good practice throughout the school always. This includes checking pupils' work both in books and on their iPads, as well as regular discussions with staff. The policy is reviewed annually.

Anthea Newton/Perdita Davidson Reviewed Autumn term 2023

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