



Pupil Assessment and Record Keeping

Key Stage One and Key Stage Two

Core Subjects (Literacy, Numeracy, Science, ICT)

We recognise that pupil assessment has the dual purpose of monitoring learning levels as well as being a good indicator of teaching effectiveness.

As well as individual pupil progress records, we also keep whole class assessment and achievement records in order that we can see an overview of whole class learning.

We use the results of pupil assessment to feed into future planning and to develop successful teaching styles and strategies.

For each of the core subject areas in each class, we monitor the termly long term progress of two children in the high ability, middle ability & lower ability groups.

Copies of all whole class tracking and target objectives are also kept by the Headteacher / Head of Key Stage / Subject Co-ordinator / Teaching and Learning Co-ordinator / Assessment Co-ordinator (according to stage of school development).

We write an end of year report for families using the *Report Assist Data* programme.

Each child has an individual **National Curriculum Record of Achievement booklet** that remains as part of their pupil progress records from Nursery – Year 6. For each subject area, we record an end of year attainment level in each child’s **National Curriculum Record of Achievement booklet**. We pass these booklets on to the next teacher at the end of each year. When pupils move to new schools (either at the end of Year 6 or earlier) we pass each child’s **National Curriculum Record of Achievement booklet** to the receiving schools.

<u>SUBJECT</u>	<u>KEY STAGE ONE</u>	<u>KEY STAGE TWO</u>
SPEAKING and LISTENING	<ul style="list-style-type: none"> We assess pupil progress in Speaking and Listening according to the guidelines in the Primary National Strategy <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> handbook (pages 31 – 34). We focus on two or three children a week so that all the children have a recorded detailed and individual assessment once a term. From time to time, we design class 	<ul style="list-style-type: none"> We assess pupil progress in Speaking and Listening according to the guidelines in the Primary National Strategy <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> handbook (pages 31 – 34). We focus on two or three children a week so that all the children have a recorded detailed and individual assessment once a term. From time to time, we design class

	<p>activities that facilitate whole class monitoring of identified objectives.</p> <ul style="list-style-type: none"> • We also keep a whole class Speaking and Listening objectives record to monitor curriculum coverage and overall class learning and attainment. • We review whole class achievement at the end of each term in order to feed into the next term's planning. • We give each child a NC / P Speaking and Listening level after the summer half term. This is recorded on the Annual Tracking Individual Pupil Progress Record. 	<p>activities that facilitate whole class monitoring of identified objectives.</p> <ul style="list-style-type: none"> • We also keep a whole class Speaking and Listening objectives record to monitor curriculum coverage and overall class learning and attainment. • We review whole class achievement at the end of each term in order to feed into the next term's planning. • We give each child a NC / P Speaking and Listening level after the summer half term. This is recorded on the Annual Tracking Individual Pupil Progress Record.
<p>READING</p>	<ul style="list-style-type: none"> • We allocate each child a R – Y6 reading record document containing all the NLS illustrative target statements for reading. This document is passed to the next class as the child moves up the school each year. • In this document, we bracket the current reading targets a child is working towards. • We highlight the target (adding a date) when the target is achieved. • We also keep a whole class NLS reading targets record to monitor curriculum coverage and overall class learning and attainment. These reading records are passed to the receiving teacher at the end of the year and a copy is given to the Literacy co-ordinator. • We ensure that the class teacher hears each pupil read at least once a week. • We keep a regularly updated record of which sounds, letters and High Frequency words each child recognises. • We use the nfer - Nelson Progress in English (PiE 5-7) tests as a more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending 	<ul style="list-style-type: none"> • We allocate each child a R – Y6 reading record document containing all the NLS illustrative target statements for reading. This document is passed to the next class as the child moves up the school each year. • In this document, we bracket the current reading targets a child is working towards. • We highlight the target (adding a date) when the target is achieved. • We also keep a whole class NLS reading targets record to monitor curriculum coverage and overall class learning and attainment. These reading records are passed to the receiving teacher at the end of the year and a copy is given to the Literacy co-ordinator. • We ensure that the class teacher hears each pupil read at least: <ul style="list-style-type: none"> ○ once a week (Year 3) ○ once a fortnight (Year 4) ○ as required (Y5-6) • In the case of a child whose reading is still at a KS1 level, we keep a regularly updated record of which sounds, letters and High Frequency words each child recognises. • We use the nfer - Nelson Progress in English (PiE 7 - 11) tests as a

	<p>on the Jewish festivals).</p> <ul style="list-style-type: none"> • We record each pupil's reading levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous end of year level ○ Autumn = nfer Nelson PiE ○ Spring = teacher assessment ○ Summer (pre-report) = teacher assessment (possibly using a published test) • The Summer term pre-report Reading level is recorded on the Annual Tracking Individual Pupil Progress Record. 	<p>more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending on the Jewish festivals).</p> <ul style="list-style-type: none"> • We use the QCA optional tests as a standardised assessment of functioning towards the end of the Summer term (before report writing). • We record pupil's reading levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous SATS/QCA level ○ Autumn = nfer Nelson PiE ○ Spring = teacher assessment ○ Summer (pre report) = QCA optional test • The Summer term pre-report Reading level is recorded on the Annual Tracking Individual Pupil Progress Record.
<p>WRITING</p>	<ul style="list-style-type: none"> • We have a cross-curricular writing policy and therefore we integrate the NC writing objectives and assessment in all curriculum subject areas including Kodesh (Jewish Studies). • We keep a whole class NLS writing targets record to monitor curriculum coverage and overall class learning and attainment. These writing records are passed to the receiving teacher at the end of the year and a copy is given to the Literacy co-ordinator. • We use the nfer - Nelson Progress in English (PiE 5-7) tests as a more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending on the Jewish festivals). • For each child we level a piece of independent writing every half term. The chosen work, from any subject area, can be a set work 	<ul style="list-style-type: none"> • We have a cross-curricular writing policy and therefore we integrate the NC writing objectives and assessment in all curriculum subject areas including Kodesh (Jewish Studies). • We keep a whole class NLS writing targets record to monitor curriculum coverage and overall class learning and attainment. These writing records are passed to the receiving teacher at the end of the year and a copy is given to the Literacy co-ordinator. • We use the nfer - Nelson Progress in English (PiE 7-11) tests as a more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending on the Jewish festivals). • For each child we level a piece of independent writing every half term. The chosen work, from any subject area, can be a set work

	<p>assignment or a piece of independent writing that the teacher chooses to use as the levelled work. We keep a copy of these half-termly levelled assignments (including the levelling and justification) in each Pupil's Record of Achievement file.</p> <ul style="list-style-type: none"> • We record each pupil's writing levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous end of year level ○ Autumn = nfer Nelson PiE ○ Spring = teacher assessment ○ Summer (pre report) = teacher assessment (possibly using a published test) • The Summer term pre-report writing level is recorded on the Annual Tracking Individual Pupil Progress Record. 	<p>assignment or a piece of independent writing that the teacher chooses to use as the levelled work. We keep a copy of these half-termly levelled assignments (including the levelling and justification) in each Pupil's Record of Achievement file.</p> <ul style="list-style-type: none"> • We use the QCA optional tests as a standardised assessment of functioning towards the end of the summer term (before report writing). • We record each pupil's writing levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous end of year level ○ Autumn = nfer Nelson PiE ○ Spring = teacher assessment ○ Summer (pre report) = QCA optional test • The Summer term pre-report writing level is recorded on the Annual Tracking Individual Pupil Progress Record.
<p>NUMERACY</p>	<ul style="list-style-type: none"> ○ We keep a whole class NNS numeracy key objectives record to monitor curriculum coverage and overall class learning and attainment. These numeracy records are passed to the receiving teacher at the end of the year and a copy is given to the Numeracy co-ordinator. ○ The class teacher selects three NNS objectives (one from each of the three areas of the numeracy curriculum) for detailed pupil assessment each half term. ○ We use the nfer - Nelson Progress in Mathematics (PiE 5-7) tests as a more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending on the Jewish festivals). 	<ul style="list-style-type: none"> ○ We keep a whole class NNS numeracy key objectives record to monitor curriculum coverage and overall class learning and attainment. These numeracy records are passed to the receiving teacher at the end of the year and a copy is given to the Numeracy co-ordinator. ○ The class teacher selects three NNS objectives (one from each of the three areas of the numeracy curriculum) for detailed pupil assessment each half term. ○ We use the nfer - Nelson Progress in Mathematics (PiE 7-11) tests as a more standardised assessment of estimated level of functioning during the Autumn term (at approximately half term depending on the Jewish festivals).

	<ul style="list-style-type: none"> ○ We assess the children's numeracy attainment before the spring and summer half-term holiday breaks using the Numeracy Test Maker CD-Roms. The class teacher designs the test to reflect the three NNS objectives identified for pupil assessment for that half term block. ○ Whole class results and analysis of the Test Maker and PiM assessments allow for the teacher to adjust future planning as necessary. ○ Copies of these assessments and the results are kept in the children's Pupil Record of Achievement files. ● We record each pupil's Numeracy levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous end of year level ○ Autumn = PiM result ○ Spring = Test Maker result ○ Summer (pre-report) = teacher assessment (possibly using a published test or Testmaker) ○ We collate termly levelled work samples corresponding to Shape & Space, Number and Using & Applying for including in the Pupil Record of Achievement files. ○ The Summer term pre report Numeracy level is recorded on the Annual Tracking Individual Pupil Progress Record. 	<ul style="list-style-type: none"> ○ We assess the children's numeracy attainment before the spring half-term holiday break using the Numeracy Test Maker CD-Roms. The class teacher designs the test to reflect the three NNS objectives identified for pupil assessment for that half term block. ○ Whole class results and analysis of the Test Maker and PiM assessments allow for the teacher to adjust future planning as necessary. ○ Copies of these assessments and the results are kept in the children's Pupil Record of Achievement files. ○ We use the QCA optional tests as a standardised assessment of functioning towards the end of the Summer term (before report writing). ● We record each pupil's Numeracy levels (NC or P levels) on the Whole Class Tracking Sheets, four times a year. <ul style="list-style-type: none"> ○ Summer (first entry) = previous end of year level ○ Autumn = PiM result ○ Spring = Test Maker result ○ Summer (pre-report) = QCA optional test ● We collate termly levelled work samples corresponding to Shape & Space, Number and Using & Applying for including in the Pupil Record of Achievement files. ● The Summer term pre report Numeracy level is recorded on the Annual Tracking Individual Pupil Progress Record.
SCIENCE	<ul style="list-style-type: none"> ○ We assess the children's Science attainment at the end of each completed half term QCA unit. ○ We are currently investigating the possibility of purchasing published end of unit multiple choice assessments that would allow the 	<ul style="list-style-type: none"> ○ We assess the children's Science attainment at the end of each completed half term QCA unit. ○ We are currently investigating the possibility of purchasing published end of unit multiple choice assessments that would allow the

	<p>teacher to gain a comprehensive overview of each child's learning and attainment within each unit.</p> <ul style="list-style-type: none"> ○ We assign an approximate NC / P level according to the child's understanding of that unit according to our end of unit level descriptors. ○ We record the whole class end of unit Science levels in a Y1 – Y6 whole class Science Record file. These science records are passed to the receiving teacher at the end of the year. The are also monitored regularly by the Science co-ordinator. ○ For each child, an indicative end of year science NC / P level is recorded on the Annual Tracking Individual Pupil Progress Record. 	<p>teacher to gain a comprehensive overview of each child's learning and attainment within each unit.</p> <ul style="list-style-type: none"> ○ We assign an approximate NC / P level according to the child's understanding of that unit according to our end of unit level descriptors. ○ We record the whole class end of unit Science levels in a Y1 – Y6 whole class Science Record file. These science records are passed to the receiving teacher at the end of the year. The are also monitored regularly by the Science co-ordinator. ○ We are looking into the possibility of purchasing an end of year Science assessment for Years 3 – 6 (similar to the QCA optional tests). ○ For each child, an indicative end of year science NC / P level is recorded on the Annual Tracking Individual Pupil Progress Record.
ICT	We are currently investigating best-practice in other schools regarding the assessment of pupil progress within the ICT curriculum. Our intention is to purchase an ICT assessment package.	We are currently investigating best-practice in other schools regarding the assessment of pupil progress within the ICT curriculum. Our intention is to purchase an ICT assessment package.

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Signed: Sara J. Harris (Headteacher) Eddy Breuer-Weil (Chair of Governors)

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