



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Planning, Assessment, Recording and Reporting Policy (PARR) 2020-2024

Approved by Governors Spring 2020

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

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Aims

Through our PARR policy we aim to:

- Recognise and celebrate all pupils' achievements with and beyond the National Curriculum subjects and Religious Education
- Provide an evaluation of what has been taught and learnt, identifying pupils' strengths and weaknesses
- Identify next steps in children's learning
- Ensure continuity and progression
- Identify pupils with special educational needs, including academically able children
- Provide pupils with the opportunity to review their work, to self assess and to set future targets
- Maintain high expectations for all children which are communicated effectively to both children and parents.

Introduction

In contrast to the policies for specific curriculum subjects, this policy contains principles that underpin all our assessment procedures.

- PARR complements and helps teaching and learning.
- This policy outlines the purpose, nature and management of PARR in our school.
- The implementation and ownership of this policy is the responsibility of the whole staff.
- The school's PARR policy will, at all times, follow the Equal Opportunities and Special Educational Needs & disability policies.

Planning

We believe that good quality plans, which build on the child's knowledge, skills and experiences, lead to high quality learning. At Broadwater School, each Year group follows a cross-curricular termly Learning Journey which aims to provide 'deep irresistible learning' for each child.

Termly Learning Journey

Each topic has a termly Learning Journey, which provides the following: starting point (stunning starts), key questions, learning connections, learning outcomes and a fabulous finish! This journey is then sub-divided further into separate, more detailed medium-term plans along with weekly English and maths plans. All work is underpinned by core texts; these provide short blocks of learning within the term, complete with learning intentions, which are predominantly English based, but also provide rich opportunities for cross curricular learning.

Foundation subjects, including science

All subjects have medium term plans. Where possible, these are creatively linked to the core text.

Weekly Planning

There is separate short-term planning for maths and guided reading, with differentiation and Teaching Assistant support noted. All other curriculum areas, including English, are planned on a weekly timetable and are to include learning intentions, success criteria, differentiation and TA support. Planning may refer to medium term plans where the teaching and learning is more detailed.

These are all located on the server and on the planning clipboards, which are kept in the classroom with the current week's planning.

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Monitoring of all planning is part of the overall Strategic School Development Plan for each year.

Assessment

Assessment is either formative (informs future planning and the next steps children need to take) or summative (provides a summary of what a child has achieved).

The Purpose of Assessment

Children are assessed to find out:

- What a child knows and the next steps needed.
- The progress a child is making.
- The appropriate challenge and support that is needed.
- To inform future planning/next steps.

Assessment is also used to provide information about:

- When learning needs to be reinforced or revisited.
- Provide information about achievement of current targets and setting future targets.
- Pupil's performance against the statutory requirements of the National Curriculum.
- Strengths/areas for development in the curriculum.
- The grouping of children.
- Progress which then informs parents/carers

Statutory Assessment

Statutory Assessment will be carried out in accordance with Government requirements. The school has opted to continue to use NFER Baseline assessment for children entering Reception.

Assessment at Broadwater School

An assessment schedule forms part of the staff handbook and outlines the regularity of assessment and the deadlines for assessment each year. The school uses Target Tracker to record this data.

Assessment in Reception Classes

The school assesses all children on entry. Regular assessment against the Early Years Foundation Stage Profile takes place and evidence is recorded in children's Topic Books, Learning Journals and on the Interactive Learning Diary (ILD). This evidence is used to make end of year judgements which are recorded on Target Tracker.

Assessment Tools

The school will provide a range of assessment tools and material to support teachers to make accurate judgements. These will change over time according to need. Assessment tools include:

- NFER Early Years Baseline assessment
- Early Years Interactive Learning Diary
- Rising Stars Progress Tests in English, maths and science
- Rising Stars Optional Tests for Years 3, 4 and 5
- Babcock No Nonsense Spelling Scheme
- Training, where required in Assessment for Learning Strategies such as:
 - Evaluation of finished work/marking.
 - Peer/self-assessment
 - Success criteria
 - Formative teacher assessment in class.

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- Questioning and listening (use of lolly sticks)
 - Talk partners
 - Teacher conferencing
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- Other training where identified.
 - Writing is continually assessed with opportunities for creativity and independence. A representative piece of work is scanned each term for the child's writing portfolio.
 - A variety of diagnostic assessments.

Recording of Assessment

Each teacher is expected to maintain a record of assessment in all subjects in accordance with the requirements of the Staff Handbook.

All staff are expected to use the Target Tracker statements to 'highlight' what children can do.

Reporting

The school reports to parents/carers in a variety of ways. The school's overall aim is to keep regular contact with parents/carers. Parents/carers may be telephoned or invited to meet with the teacher when necessary. Incidents where behaviour includes a 'Red Book' sanction will necessitate a telephone call home. The school may also send letters, postcards and telephone home with praise. The school also maintains a written communication record through reading record books and communication books.

Curriculum News Meetings

At the beginning of the Autumn Term the school will hold Curriculum News events for parents in Years 1 to 6. This will inform parents of what to expect in the year and also matters relating to the Autumn Term. Curriculum News afternoons and other parent meetings take place when necessary but may not be every term.

Parents of children in Early Years are invited to a series of information evenings and events throughout the year.

Parents Evenings (Years R to 6)

Autumn Term – this meeting is to inform parents/carers about how their child has settled in to school.

Spring Term – this meeting informs parents/carers about the targets their child is currently working towards.

Summer Term – an Open Afternoon is arranged to give parents an opportunity to respond to the child's School Report.

Written Reports (Years 1 to 6)

Summer Term - At the end of the year a report is written which details the child's effort and attainment.

Written Reports (Reception)

Summer Term – a written report is issued which details how a child has achieved in the Early Learning Goals.

Transfer to Secondary School

At the end of Year 6, transfer reports are completed and sent to the children's secondary school. Teachers liaise with the KS3 teachers and share information about each child.

Topic Books

Topic Books are regularly sent home (at the end of each term) so that children can celebrate work with parents. Topic books contain an evaluation which will include an opportunity for a child, teacher and parent comment.