



ASSESSMENT REPORTING AND RECORDING POLICY

Introduction

Assessment is the process of forming judgements based upon information. Assessment in primary schools is used to both inform teachers about how to plan future learning (Assessment for Learning / Formative assessment) and to make a summative judgement of a child's attainment. The school uses a data system called Class Track to inform teachers about pupil progress and to aid lesson planning. It is carried out for: the learner, the learner's parents, the teacher, headteacher, governors or inspectors.

1. Purposes

At school we assess pupils' work in order to:

- a) Plan and manage the learning experiences of the child.
- b) Measure pupil attainment and progress
- c) Identify difficulties which are impeding learning.
- d) Identify the stage in the year group curriculum that the child has reached. (National Curriculum 2014)

2. Children should have an assessment process which:

- a) Provides reliable and credible information to support their progression in learning
- b) Accurately identifies and tracks their progress and identifies underachievement
- c) Is motivating and actively involves pupils in review, target setting and self-evaluation against the learning objectives for lessons.
- d) provides opportunities for peer-assessment.

3. Teachers should have assessment and recording procedures which:

- a) Support quality teaching and learning by tracking progress and identifying underachievement. The "ClassTrack" and "O" Track programme is used to monitor pupils' progress and attainment.
- b) Are manageable, sustainable, consistent across school, useful and meet statutory requirements
- c) Expect only one point of data entry per judgement.

4. Parents should have an assessment and reporting practice which:

- a) Celebrates children's success/progress and involves them in helping their child to meet learning targets.
- b) Provides them with opportunities to review and discuss their child's achievements and identifies weakness and how they will be addressed.
- c) Ensures that information about their child is detailed, specific and easy to understand.
- d) Gives a clear indication of the effort their child makes with their work.
- e) Indicates how the child is performing against National Standard (National Curriculum 2014).

5. Planning

- Planning is the key to effective assessment and both are crucial to quality learning. Learning intentions and assessment objectives are identical and assessment should always inform planning.
- We share the learning objectives of a lesson with the children at the beginning of each lesson "We Are Learning To..." (WALT) This forms the title of each lesson.
- Expected outcomes from each lesson are shared with children (Success Criteria). The children will know what "success" looks like. This will allow regular pupil self-assessment and peer assessment and encourage a greater level of pupil engagement with their learning.

6. Record Keeping

Records of pupil attainment are kept using ClassTrack software. Teachers enter this data regularly during each term as their year group's programme of study is taught. This enables a summative assessment report to be generated called the "Class Track – Depth of Knowledge by Half Term" report. This report is generated twice in autumn – midterm and end of term, at the end of the spring term and at the end of the summer term. It allows analysis of individual progress and cohort progress towards achieving the programme of study expectations for each year group. This is completed for reading, writing and maths.

- a) A copy of the pupils' annual report to parents is kept in a green folder and passed onwards through each school year. (See policy Section 8)
- b) Records of SEND Small Steps for Learning are kept and returned to the SENCO at the end of the year. They are reviewed every six weeks by the SENCO to ensure smart and measurable targets are set by the class teacher.

5. Moderation

- School has whole school or key stage meetings to moderate children's assessments against the National Curriculum (2014) expectations of each year group. This ensures a greater consistency of assessment between teachers and across subjects.
- SLT and Middle Managers also conduct scrutiny and moderation of teachers' assessments.
- Moderation will also involve pupil interview and scrutiny of teacher planning.
- Pupil progress meetings between senior staff and class teachers are conducted termly.
- Moderation takes place between the local area of schools

6. Reporting to Parents

- The annual pupil written report is a vital link with parents.
- The report has a positive effect on pupils' attitudes, motivation and self-esteem.
- The report contains information about pupils' attitudes, effort and dispositions towards school and work. A small section of the report invites a parental response.
- Parents receive a summary of learning and next steps required that "ClassTrack" generates at each Parent's Evening.
- The report will give a summary of the child's attendance and any associated social or behavioural issues and any reports from peripatetic, specialist or support teachers are included.
- SATs results are also given to parents (on a separate document) at the end of year, as soon as they are received back in school.

7. Responsibilities

• Assessment Co-ordinator

- a) Supports and leads the development and planning of Assessment Reporting and Recording.
- b) Completes an analysis of RAISE ONLINE data, and LA dashboards and ClassTrack records and reports to SLT and Head Teacher, and Governors.

• Class Teachers

- a) Undertake ongoing teacher assessments in reading, writing, maths and science during the course of units of work and record judgements against the "I Can" statements on ClassTrack.
- b) Monitor pupil progress for both termly Teacher / Headteacher Pupil Interviews and Performance Management discussions.
- c) Complete an annual report to parents using the most current report format.
- d) Meet with parents each term at Parent's Evenings.

8. Individual Information (Pupil Green Folder)

This folder contains the following...

- 1) Copy of annual Teacher Reports to parents
- 2) KSI SATs Results
- 3) Important letters / correspondence from school to parent or parent to school.

9. Formative Assessment / Marking

Teachers will use the Marking Policy to guide and inform their marking of children's work. Teachers will encourage peer and self-assessment. Formative assessments will inform subsequent planning. This policy takes into account the key messages highlighted in the 'Final report of the commission on assessment without levels' – September 2015 – John McIntosh.