



ASSESSMENT REPORTING AND RECORDING POLICY

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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. 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.

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.
- 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. These are recorded as LO in the children's books.
- Expected outcomes from each lesson are shared with children. 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 on the 'Angela Kirk' data spreadsheet. Teachers enter this data relating to Reading, Writing and Maths 3 times per year. From this, teachers get information about attainment and progress of individual children, cohorts and specific groups. Progress in science and RE is also recorded 3 times a year on the subject trackers.

- 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)
- Copies of SEND Small Steps for Learning are produced termly and given to the SENCO at the end of the year. They are reviewed by the SENCO to ensure smart and measurable targets are set by the class teacher.

7. 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 written 'next steps' required that teachers produce at each Parent's Evening.
- The end of year 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 external data (ASP, IDSR, Perspective Lite) and reports to SLT and Head Teacher, and Governors.
- c) Complete Angela Kirk's proforma HS10 – summarises key information from all main data sources

• Class Teachers

- a) Undertake ongoing teacher assessments in reading, writing, maths, science and RE during the course of units of work and record judgements
- 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.

10. Distance Marking and whole class feedback

Having looked through the children's books, teachers may decide to record common misconceptions in a distance marking folder. These will then be addressed as a re-focus activity (RF) either individually, within a small group or as a whole class.

Following on from marking, children may be provided with written guidance of how to improve their work. Mostly children would do this independently as this is the most appropriate method in writing to develop children's editing skills.