

SUTTON CE (VC) PRIMARY SCHOOL



ASSESSMENT, RECORDING AND REPORTING POLICY

Version 2019:v1

To be reviewed annually

Approved by staff	<input type="checkbox"/>	Date June 2019
Approved by Governors	<input type="checkbox"/>	Date June 2019

ASSESSMENT RECORDING AND REPORTING POLICY

PRINCIPLES

Assessment, recording and reporting of achievement should be an integral part of teaching and learning and be both useful and manageable.

Assessment, recording and reporting of achievement should;

- enable all children to show what they know, understand and are able to do independently;
- help children understand their achievements and know how to improve;
- assist the children in their development as reflective learners;
- recognise the whole range of children's achievements, within the national curriculum and beyond;
- use a variety of assessment techniques;
- be able to take account of unexpected as well as intended outcomes;
- relate to shared learning objectives;
- recognise that not all learning needs to be assessed, nor all assessment recorded;
- enable teachers to plan more effectively;
- help parents to be involved in their children's progress;
- provide the school with information to evaluate work and set appropriate targets.

All assessment, recording and reporting of achievement practice should be in line with the Special Educational Needs and Equal Opportunities policies.

PURPOSES

The main purpose of assessment, recording and reporting of achievement is to ensure the improvement of the learning process for every child.

To help children learn:

- by providing them with feedback both positive and developmental
- by developing the skills and attitudes for learning.

To provide information for teachers to:

- decide how to further develop the children's learning on using information from previous records and their own assessments;
- evaluate the effectiveness of their work and make appropriate adjustments.

To provide information for parents to:

- inform parents of their child(ren)'s achievements and progress
- enable them to support their child(ren)'s learning.

To provide information for others to:

- inform other professionals according to their own and the children's needs.

To provide information for the school to:

- identify strengths and weaknesses from SATs analysis and other forms of assessment
- ensure equal opportunities are met, by tracking cohorts of children
- set targets for future learning
- compare the school's progress against agreed national standards.

PROCEDURES

Assessment and Planning

Plans for assessment are built into the curriculum at the long, medium and short term. Information from assessment informs planning at all stages.

Long term:

The school's schemes of work set out in broad terms expectations of what children should learn during each key stage and year by year. Plans for assessment relate to the teaching plans through the identification of what is taught and assessed continuously and what is in blocks.

Medium Term:

Medium term plans provide the details of the units of work which will be taught to each class during the term, and identify which learning objectives will be used as a focus for planned assessments.

Short Term:

Short term plans contain specific learning objectives, which are the basis for assessment, feedback and marking. The assessment should be expanded to indicate the method of assessment to be used eg. specific questions that will be asked, or assessment tasks.

Ongoing Teacher Assessment

Techniques are appropriate to the learning objectives and include observation, questioning, discussion, marking, testing and children's self-assessment. The pupil responses to these strategies are recorded directly on the SIMs.Net recording system against the focused learning objective

These assessments are used to help identify appropriate future learning objectives, activities, support and resources for children depending on their attainment and needs.

Marking and Feedback

Marking and feedback is carried out by individual teachers in accordance with the school's Marking Policy.

Involving children

Learning objectives are always shared with children at the beginning of individual lessons. Success criteria are used to help the children know what they need to do in order to achieve the objective. The children are encouraged to compare their performance with the expected standard and to think about what they need to do in order to improve.

The children's work is highlighted as tickled pink or growing green. This shows the children where they have met the Learning Objective (pink) and where they could improve (green).

The marking of children's work includes targets, which are the next steps for individual children.

Techniques such as 'talking partners' and self assessment may also be used.

Periodic formal assessment

Statutory assessment is carried out in accordance with the current regulations and guidance. This involves:

- Foundation Stage Profile
- Yr 1 Phonics Screening Check Test
- End of Key Stage 1 Teacher Assessments – (Informal testing and Teacher Assessments)
- End of Key Stage 2 Teacher Assessment – (Formal testing and Teacher Assessments)

Other periodic formal assessments:

- Collections of work for team, cross phase and inter school moderation
- Regular writing assessments in the pupil's Writing Portfolios

Recording

Records take many forms and include:

- annotated plans
- comments noted against learning objectives on Bromcom
- comments on short term plans
- marking and comments on children's work
- the children's work
- teachers' own personal records
- annual reports to parents – end of June
- National Curriculum records
- Foundation Stage Baseline and tracking
- Foundation Stage Profile Report to parents – end of June
- Guided Reading Assessment sheets
- Science Assessment sheets

Additional Support Plans

Pupils with Additional Needs may require a more focused approach to their learning with short term targets outlined on an Additional Support Plan (ASP) which takes the premise of an APDR which is in line with the county's stance when applying for an EHCP.

'Asses, Plan, Do and Review' procedures should inform Additional Support Plans which should themselves inform planning, teaching and assessing.

Consistency of Standards

Consistency of standards will also be ensured through the moderation of work within the Witchford Area Schools Partnership (WASP) and Local Authority led End of Key Stage Meetings

Analysis and Use of Assessment Information

Teachers use the assessment information on a day to day basis to inform their next teaching.

The results of statutory and periodic formal assessment are analysed for particular trends within school between groups of children, areas of the curriculum, and over time.

The school's performance is compared with other similar schools locally, and nationally. The outcomes of these analyses feed into future developments, and the setting and monitoring of targets.

Reporting to Parents

Written reports are sent annually to parents at the end of June, in accordance with the current statutory requirements and the following guidance:

- reports should include information on a child's attainment; rather than details of work covered, which will have been provided termly to parents throughout the year
- reports should be written in a clear language, and in a positive way
- reports should include targets for future teaching and learning
- reports should include information about how parents/guardians may help, if relevant

Oral reporting to parents takes place at regular Parent Consultations; there are 4 during the Autumn and Spring Terms with an Open Afternoon scheduled for the Summer Term

Reporting to next teacher

An agreed set of records and information is passed on to the next teacher at the end of each year. These include:

- Group and Individual Reading Record

At the end of each year the 'manilla' folder (school record) is passed on containing:

- Playgroup Records
- Pre-school 'My Book'
- Photocopy of End of Year Report
- Foundation Stage Profile
- Yr 1 Phonics Screening Check Result plus Yr 2 Retake Sheet if appropriate
- SATs Results for end of KS1
- SATs Results for end of KS2

APDRs are passed on separately via the school's SENCO

Reporting To Next School

When a child leaves the school before the end of Year 6, the assessment information required statutorily is passed on including the appropriate Common Transfer File via the S2S site. This ensures secure data transfer.

For the end of Year 6 transfer to secondary school, information, including DfE record, SEN records, KS1 and KS2 SAT results, copies of school reports are passed on.

Consultations take place between school staff and Year Tutors and SENCOs from the different secondary schools. This process starts to happen once secondary places are known.

ROLES AND RESPONSIBILITIES

Headteacher

- ensures the school has effective procedures for assessment
- ensures that assessment procedures are being carried out
- reviews the effectiveness of assessment in consultation with the Deputy Headteacher and Senior Leadership Team
- ensures that the statutory requirements are met
- includes sufficient attention to and support for assessment in the school's development plan
- ensures the school data is available to the Local Authority and Ely Diocesan requests

Assessment Coordinator

- ensures assessment procedures are clear to all staff
- maintains the assessment, recording and reporting of achievement, and the marking policies
- ensures that assessment requirements across the subjects and the school are coherent, manageable and effective
- ensures that assessment requirements are met and sets targets for improvement

Subject Leader

- develops a scheme of work which shows learning objectives clearly
- monitors continuity and progression of a subject throughout the school in line with the schools policy for monitoring and evaluation.

Class Teacher

- ensures that all lessons have clear learning objectives appropriate to the children's abilities and the National Curriculum
- uses assessment information to inform future planning
- keeps records of children's attainment
- inputs data onto the computerised assessment programme during staff meeting time
- works within teams to identify strengths and weaknesses and next steps
- writes annual reports to parents and attends Parent Consultations

Review of this Policy

This policy will be reviewed by the staff and Governing Body at the start of each academic year