



ASSESSING, RECORDING & REPORTING

Introduction

This document is a statement of the aims, principles and strategies for assessment, recording and reporting at Sale and Davys C.E. (Controlled) Primary School. It, in part with other policies, sets out how the school's vision statement will be realised.

What is assessment, recording and reporting?

- assessment of learning is carried out to establish a level of achievement for each child
- assessment for learning is carried out to establish the next steps in a child's learning
- recording is the collection of information about an individual child in terms of National Curriculum levels achieved, levels targeted, strengths, weaknesses and preferences
- reporting is the process of passing on useful information to the child, the child's parents, and other stakeholders and providing the opportunity for feedback and dialogue

Aims

- to provide evidence that learning has taken place for each child
- to provide guidance for the next stage of learning
- to provide evidence that standards have been raised

Principles for assessment

- assessment should be part of effective planning of teaching and learning
- assessment should focus on how pupils learn
- assessment should be recognised as central to classroom practice
- assessment should be regarded as a key professional skill for teachers
- assessment should be sensitive and constructive because any assessment has an emotional impact
- assessment should take account of the importance of a pupil's motivation
- assessment should promote commitment to learning goals and a shared criteria by which they are assessed
- learners should receive constructive guidance about how to improve
- assessment develops pupils' capacity for self-assessment so that they can become reflective and self-managing
- assessment should recognise the full range of achievements of all learners

Types of assessment used

Formative - step by step progression of children

Diagnostic- indicating if a child requires specific help in certain areas

Informative- for reporting to children, parents, school's leadership, governors, LA, DfES

Policy approved.....at a Full Governors Meeting

Date of meeting: 21st October 2015

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Renewal Frequency: 3 years



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Summative- long term for inclusion in reports to parents or information passed on to new teachers/ schools, including finding the 'best fit' to National Curriculum level descriptors at the end of Key Stages

Evaluation- to highlight areas where adjustments may need to be made

Strategies for assessment

- Foundation Stage Profile
- Adapted FSP to assess children on entry to Foundation Stage
- Key Stage 1 National Tests
- Key Stage 2 National Tests
- Optional National Tests
- Assessments adapted from National Tests
- Assessments provided by subject co-ordinators
- Assessments provided by class teachers, including observation of pupils completing a task
- Target setting and the use of targets in the classroom
- Marking and verbal discussion

Strategies for recording and reporting

- Class assessment files
- Cohort assessment files
- Target setting documents
- Use of Raiseonline data
- Annual reports and interim reports to parents
- Parent consultation meetings
- Reports to governors and LA
- Pupils' transfer documents
- Pupils' work (annotated by pupils and/ or staff)

Target Setting

Layered targets are to be set three times a year. They will be based on priorities for the raising of standards in English and mathematics per class. The targets will be displayed in individual classrooms for ease of reference for teaching staff and pupils alike. Targets will be shared with pupils and their parents. Targets will be monitored by the Literacy, Numeracy and Assessment co-ordinators after each term (3 terms per year).

Personalised Targets

Children will continue to select their own personalised targets for literacy and numeracy. These will be recorded in children's individual personalised learning folders and will be monitored by class teachers and the assessment co-ordinator.

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Reporting

Annual reports will be sent to parents at the end of the academic year. They will outline the main achievements of individual pupils and provide suggestions for further improvement. Interim reports will be provided for parents during the autumn and spring terms, indicating how a child is progressing. The interim reports will act as a stimulus for discussion during parent consultation events in the autumn and spring. Parents will have an opportunity to meet with the class teacher during the summer after the annual report has been issued. From time to time, a need may arise for further consultation with parents. This will be arranged by the class teacher at a time of mutual convenience.

The use of teaching assistants

Teaching assistants have an important role to play in assessment. The class teacher may, for example, direct a TA to assist in the marking of Optional National Tests, observe how independently a child approaches a given task, or provide feedback to pupils directly. A teaching assistant may convey valuable information to the class teacher, such as where a child has found a task too demanding, or not demanding enough.

Resources

Each class teacher will keep up to date records of assessments in the files in the classroom. Each teacher will provide the Headteacher and Assistant Headteacher, as appropriate, with half termly assessments in English and mathematics, and an annual analysis for the cohort files. National Tests and Optional National Tests, Reading tests, individual subject assessments are available in addition to individual class teachers' assessments. Assessment has an allocated budget to provide these resources.

Pupils with Special Educational Needs and more able pupils

Pupils with Special Educational Needs can be identified through assessment. Their achievements are recorded in the same way as other members of the class, but the course of action needed to further their learning will also be decided upon at review meetings. Regular assessment can help to track the progress made by more able children. Through assessment, children can be identified as being gifted or talented.

The role of the co-ordinator

The co-ordinator is responsible for monitoring assessment on a regular basis. English and mathematics assessments are monitored at least half termly. Subject assessments are monitored by the co-ordinator and also by the subject co-ordinators. The co-ordinator will provide feedback and data for governors and the LA as appropriate. Assessment data will be provided for the compilation of the school's Prospectus, School Profile, LA Target Setting and DfES data banks. The assessment co-ordinator is responsible for the internal organisation of, and ensuring training for, the administration of National Tests within the



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school, both at Foundation Stage, Key Stage 1 and Key Stage 2. The co-ordinator will provide support for colleagues.

Marking

Children's work is marked for the following reasons:

- To acknowledge children's efforts and achievements
- To provide feedback so that improvements can be made to the work or the next piece of similar work
- To assess the individual child's achievements and make plans for their future learning needs accordingly

Children's work will be marked as they are working on the task whenever possible. Thereafter, the work will be marked, if appropriate, as soon as is practical so that feedback can be given which will have a positive impact on progress. Opportunities will be provided for children to review their own work or that of their peers, enabling greater 'ownership' of their progress, as appropriate.

Some pieces of work will be marked in greater detail than others. Where the teacher or teaching assistant has focused attention on a particular group, the resulting work may be marked in greater detail. Feedback will relate to the learning objective and its form may vary according to the needs or age of the pupils.

An audit of children's opinions shows that they have no clear preference for the colour used for marking. It is not our intention to specify a colour in this policy, but the marking must be clearly visible to children. Children may be given merits or stickers for work which meets the learning objective through their differentiated task. Sometimes the stickers can be attached to the work or offered to the child to wear.

The marking of work will follow a code of symbols in addition to the written and verbal feedback. The symbols are included at the end of this policy document.