

St. Andrew's CEVC Primary School, Great Yeldham

**POLICY
FOR
ASSESSMENT, RECORDING
AND
REPORTING**



Reviewed Autumn Term 2010
(by Maria Trappitt)

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Rationale

Planning, assessing, recording and reporting are all integral parts of learning and teaching. They provide information which is both reliable and valid. Above all, good assessment should challenge and motivate.

Recording of assessment outcomes is based on sound assessment, charting the learner's progress. Where assessment records are shared and discussed with the learner they become more formative. When shared with parents they provide a basis for discussion and the potential for enhancing parental involvement. For a receiving teacher, or school, they provide an invaluable resource of progress information for the learner and teacher to build upon. Reporting is a distillation of the information built up within the recording process and is aimed at teachers, parents and other schools.

Key Criteria

- To maintain an effective written policy for the planning, assessing, recording and reporting of each pupil's learning.
- To ensure responsibilities for the assessing, recording and reporting of pupils are clearly allocated.
- To ensure that assessment is integral to curriculum planning.
- To enable pupils to assess progress within their own learning.
- To set learning targets for individual pupils, groups, year groups and the school as a whole.
- To review, on a regular basis, the written policy statements for assessing, recording and reporting.
- To regularly monitor and evaluate the policy in practice.
- To maintain good quality, up to date records.
- To provide pupils, their parents, staff and school with a clear and comprehensive statement of achievements and progress made over a given time span.

Aims of the Assessment, Recording and Reporting Policy

- identifies strategies for formative assessment;
- describes how strengths and areas for development in learning will be diagnosed and used to inform targets for future learning;
- informs teachers and learners of the necessary evaluative processes to modify approaches to teaching, schemes of work and learning expectations;
- describes how the summative recording of overall achievement of a pupil is to be maintained and shared.

Formative Assessment

- Short term plans (weekly planning) underpin the ongoing assessment of the key objectives across the curriculum. Assessments represent the class teachers' interpretation of the key objectives and inform planning at individual, group and class level. There are a variety of assessment opportunities planned which enable every child to demonstrate progress against the defined learning objectives.
- Success criteria are identified from the learning objective, by pupils and teacher, through interactive learning and teaching experiences and as part of the 'Assessment for Learning' process.
- Pupils are part of the assessment process, through the sharing of targets, peer assessment and progress towards those targets.

Summative Assessment

- Foundation Stage Profiling
- Year 1 teacher assessment (TA)
- Key Stage 1 SATs.
- QCA Optional tests for Years 3, 4 and 5.
- Key Stage 2 SATs.
- Teacher Assessment.

- National Curriculum (NC) key skills assessment.

Target Setting

Learning targets are specific and reviewed (see Target Setting Policy). Both teacher and child share responsibility for reviewing targets:

- 'Assessment for Learning' which encourages pupil self assessment and evaluation.
- Tracking Grids which inform the individual's ½ termly progress towards their expected end of year attainment.
- Cohort targets from previous test results and Target Tracker data.
- Class targets from previous test results and Target Tracker data.
- Class teacher to use Target Tracker to identify cohort percentage target, to be achieved each year for their class.
- School targets set with the LEA.

The emphasis here is on measuring achievement against prior attainment, taking Foundation Stage Profiling as the starting point.

Reporting to Parents and Governors

We produce a 'spidergraph', from TargetTracker, showing progress towards a child's learning targets each term, and as part of the the child's annual report. These reports are sent out to parents and then used as a focus for discussion at parents evenings. Pupils have an opportunity to contribute to their annual report. Each term parents are invited to attend a consultation evening, with their child to discuss their child's progress.

The head teacher reports and discusses pupil progress at Governor Curriculum Committee Meetings each term. The head teacher reports the results of KS1 and KS2 SATS to governors, and how these compare with the statutory set LEA targets, at a Full Governing Body meeting in the Autumn term.

Feedback

Assessment is used to recognise achievement through a variety of feedback mechanisms, including diagnostic marking, displaying work and sharing work. Reference should be made to the Marking Policy and the Oral Feedback Sheet. Feedback is given to pupils about the particular qualities of their work relating to the learning objective. Feedback is focused on the 'success criteria' which is identified from the learning objective. Clear and consistent strategies for making the children aware of learning objectives should be evident. e.g. writing objectives on the board, talking through objectives at the start of the lesson, recapping at the end of the lesson.

Monitoring

Monitoring is crucial to success and is completed, by the curriculum leaders, curriculum governors, head teacher and School Improvement Partner (SIP), through:

- pupil interviews;
- lesson observations;
- work sampling/scrutiny;
- planning - yearly, half-termly and weekly;
- environment;
- rigorous termly scrutiny of 'next step' targets (Target Tracker) for each cohort against end of year target;
- expectation that each child, except where a BLP has been identified, will make the appropriate level of progress each year.

Barriers to Learning and Participation (BLP)

Pupils with BLP have Individual Education Programmes (IEP's):
With BLP greater emphasis is placed on short term objectives (SMART targets), with more frequent recording and reporting.

Moderation and Standardisation

Moderation is carried out against defined learning objectives in the Primary National Strategies (PNS) and NC. Regular moderation and standardisation opportunities are provided through INSET to ensure levels are consistent across the school.

Assessing Pupil's Progress Sheets (APP) supports the process of target setting and monitoring achievement. The targets are matched to PNS and NC levels.

Recording

Records show both curriculum coverage (APP) and attainment of individual children. Summative records are updated half-termly, on Target Tracker, to assist the monitoring process.

Early Years and Reception pupil's progress is recorded using Foundation Stage Profiling statements. These are recorded electronically using Foundation Stage Target Tracker.

Currently English, Mathematics and Science (Target Tracker), ICT (FLIPPI) are recorded electronically and updated every half-term. Other curriculum subjects are recorded, using an agreed medium term assessment sheet, according to NC learning outcomes.

Reviewed by M Trappitt – **October 2010**

Shared with staff **October 2010**

Shared with Governors **November 2010**

Review date – **October 2013**