



St. Peter and St. Paul C.E. Primary School, Burgh-le-Marsh

Assessment, Record Keeping and Reporting Policy

1 Introduction

- 1.1 The assessment, record keeping and reporting of all pupils' achievements, behaviour and attitudes in school involves all teachers and all pupils and is an important part of a whole school policy and strategy.

2 Aims

2.1 Our aims are:

- To gather systematically, record and review evidence of pupil attainment in relation to National Curriculum Levels and the statutory attainment targets.
- To assess, record and report on the wide range of a child's achievements.
- To use the outcomes from assessment, recording and review of progress to monitor and evaluate curriculum planning.
- To link reports to parents of children's achievements and progress to the assessments and recording process.
- To track individuals and cohorts throughout the year and between schools to monitor their achievements and set targets in order to raise the level of progress.
- Analyse school results and tracking systems, both within school and nationally in order to raise the level of achievement.
- To use assessment information for school improvement.
- To identify strengths and weaknesses in the school provision.

3 Objectives

3.1 **Assessment**

Assess children according to clear curriculum intentions in school subject guidelines and schemes of work, related to the National Curriculum programmes of study.

We follow three strands of assessment as follows:

- **Statutory Assessment involving:**

Foundation Profiles – Foundation Profiles form the basis of assessment within the foundation stage.

National Tests – At the end of each key stage assessments are finalised according to statutory procedures.

Whole School Assessment involving:

- Identifying learning outcomes and areas for future development and so aid continuity and progression for children.
- Focusing on teaching processes as well as learning outcomes.

Teacher Assessment (See details below.)

4 Procedures

Assessment policy is applied consistently throughout the school, following agreed guidelines. There is a whole school emphasis on Assessment for Learning:

- Procedures are manageable and useful for the teacher;
- Planning at all levels identifies clear learning objectives that can be assessed;
- Pupils are helped to understand the criteria against which their learning is assessed so they know what they need to do to get better;
- Children are encouraged to evaluate their own learning;
- Marking and annotation of planning are key elements of the guidelines.
- Targets are set which are realistic, yet challenging;
- Analysis of assessment results is a central element of School Self Evaluation;
- Reports to parents are clear and honest, are based on actual evidence, give a clear statement of strength and weaknesses and set targets for the future.
- Ofsted Criteria (2003) Information from assessments of pupils' learning is used directly in planning teaching. Pupils' work receives well focused, diagnostic comments that help them to see how to improve. Pupils are helped to judge the success of their work and set targets for improvement. Their understanding of new ideas is checked, for example, by asking them to apply their learning in new situations. Information about the children's needs and achievements is shared regularly between parents and staff and, in the Foundation Stage, parents contribute to planning what children need to learn next.

5 Responsibilities

The Governing Body, in partnership with the Headteacher and Assessment Leader, determines the school policy for assessment.

The Headteacher and Assessment Leader are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment.

The teaching staff are responsible for carrying out the agreed procedures for assessment.

The Governing Body and Headteacher are responsible for ensuring that teachers receive 10% PPA time from September 2005.

6 Guidelines

6.1 Formative Assessment

6.1.1 Foundation Stage

- Adults use time to listen to pupils and question them about their understanding, then respond accordingly giving encouragement or further clarification (giving constructive comments on how learning can be improved and specific praise is good practice);
- During adult-focused and adult and child initiated activities, record observations on 'post its' to be filed in different curriculum areas for individual children ensuring that all children are assessed in all areas of learning.
- By outcome: children's significant spoken, drawn, written, constructed, painted, printed etc. achievements are discussed by practitioners and if necessary annotated and copied for records (profiles) or noted as above.
- Adults respond to writing and drawing in children's books and comment on the context of the work.
- Annotate planning: include comments on children who have not reached or who have exceeded objectives and use the notes to adjust subsequent planning where necessary.

6.1.2 Key Stage 1 and 2

- At the beginning of the lesson, explain the learning objective and success criteria (KS1: WALT "We are learning to" or KS2 LO "Learning Objective"). Refer to both during the lesson and in the plenary. Where appropriate, encourage pupils to judge the success of their work and that of their peers.
- Use time during lessons to listen to pupils and question them to assess their understanding, then respond accordingly giving encouragement or further clarification (giving constructive comments on how work can be improved and specific praise is good practice).
- Use assessment information gathered by TA's.
- Mark pupils' work to check understanding and diagnose misunderstandings; write comments in pupils' books following Marking Policy.
- Annotate planning: include comments on children who have not reached or who have exceeded objectives (or were absent) and use the notes to adjust subsequent planning where necessary.
- English Writing: 3 x annual assessment task to be stored in profile with record of levels given to Assessment Leader. Record progress on Writing Key Objective Sheets.
- Reading: keep group/individual record of reading as appropriate. Record progress on Reading Key Objective Sheets.
- Maths: 3 x annual assessment task to be stored in profile. Record progress on Maths Key Objective Sheets.
- Science: End of unit assessments. Records go to Assessment Leader.
- All other subjects: use assessment record sheets at end of unit to record pupils' progress.
- Assessment Leader then ensures the appropriate Subject Leaders have copies of the assessments.
- See Appendix: Assessment Map.

6.2 School Systems for Standardised Assessment of Pupils' Attainment

- Foundation Stage: complete the Foundation Stage Child Profile (transferring summary data onto PAT)
- Carry out KS1 teacher assessments and KS2 SATs and Non Statutory SATs for Years 3, 4 and 5.

- Use diagnostic testing to assess specific learning difficulties.

6.3 School System for Recording Pupils' Level of Attainment and Tracking Progress

- Results of targets, teacher assessments and standardised tests scores kept for each child using PAT.
- Foundation stage profile to be kept with examples of work.
- A school profile maintained for each pupil passed from teacher to teacher containing:-
 - Records from previous schools
 - Foundation stage profile
 - Examples of levelled work in Maths, Science and English Years 1 - 6
- Teachers to pass on assessment records.
- Teachers to set targets for individuals in tracking files (October) and record actual progress at the end of the year.

7 The Use of Assessment Information for School Improvement

Test results are analysed to determine:

- Whether some aspects of the school's work is more effective than others.
- Whether some groups of pupils are doing better than others.
- The effectiveness of targeted support (SEN, ALS).
- How attainment changes year to year.
- How our school compares with neighbouring/county/national results.

8 Reporting Information to Parents

- Informal meetings initiated by the teacher or parent.
- For children on SEN register (SA, SA+, Statement) – meeting to discuss IEP's once a term.
- Parent meetings in Foundation Stage, Key Stage 1 and 2 as follows:
 - Autumn & Spring Terms: Main Parent/Teacher meetings after school – all parents encouraged to attend.
 - Summer Term: Annual Reports with parent teacher meetings only to answer specific concerns.

9 Annual Reports

When writing reports, teachers should:

- Base comments on evidence.
- Use phrases related to National Curriculum/Early Learning goals.
- Avoid jargon that would not be understood by parents.
- Use above, well above, below, well below and in line with national expectations or give National Curriculum levels for core subjects.
- Year2/6 comment on assessment results, attach explanatory print out.
- Use IT to process reports; copy and paste where appropriate.
- Attach explanatory letters to reports if felt to be necessary.

Foundation Stage: The Foundation Stage profile is completed with personalised comments where appropriate.

10 SEN

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. See "Special Needs Policy Document". Each child on the Special Needs Register will have an individual file monitoring progress. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met.

11 Equal Opportunities and Inclusion

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereo typed or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be investigated in order to inform teaching and learning.

This policy was approved at a Governors' Meeting held on:

Signed:

Chair of Governors

Date: