



CHRISTCHURCH C of E FIRST SCHOOL

Policy: **Assessment, Recording and Reporting**

Policy accepted: **Spring 2015**

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ASSESSMENT, RECORDING AND REPORTING POLICY

AIMS

Assessment

- will help teachers to be aware of their pupils' achievement in order to guide future planning and target setting;
- will help teachers evaluate the effectiveness of teaching strategies and materials in their curriculum planning;
- will help staff to communicate their children's achievements to parents to Governors, the Headteacher and other professionals;
- will inform teachers in their report writing;
- will inform pupils of their achievements and guide future targets.

Objectives

- There is a whole school policy;
- It is integral to teaching and learning and should be continuous;
- Statutory requirements must be met;
- It is recorded in a form which is easily understood by others (e.g. Parents, Governors, Headteacher and other staff);
- It will inform about progress;
- A whole school agreed recording system is being used. This must be manageable;
- Criteria for assessment should be shared with the class when appropriate (especially in Year 2 and beyond);
- Teacher assessment should be as objective as possible and free from stereotyping, generalisation and bias, particularly in respect of gender, race, religion, class and SEN.

Foundation Stage

Formative assessment informs or guides everyday planning. It is based on observation, photographs, things children have made or drawn and information from parents.

- Summative assessment is a summary of all the formative assessment done over a long period of time and makes statements about the child's achievements.

- An assessment booklet, reflecting the Early Years Foundation Stage begins in the nursery and continues to the end of the Foundation Stage, or when the child has reached this stage of development.
- The Early Years Foundation Stage profile is used to record children's progress from the beginning of their year in reception. The children are assessed through observational assessment through development matters, in the prime and specific areas.
- The Early Years Foundation Stage profile provides valuable data, comparing achievements against peers and with both County and Nation wide.

Special Educational Needs

Teacher assessment plays a crucial role with the identification of children who have special needs. Assessments made by the teacher, the SENCO and external specialists will be shared and used appropriately.

Teacher assessment must take into account children who require additional support - attainable targets must be planned and monitored as judged to be appropriate by the SENCO and class teacher and recorded in the child's individual SEN passport.

The SENCO in collaboration with the Literacy and Numeracy subject leaders supports the class teacher in using assessment to identify children who would benefit from intervention programmes e.g. ELS, Year 3 Literacy Support, Reading Recovery, Talking Partners, Springboard and Wave 3.

Consistency of Standards

Headteachers and Governors have a statutory obligation to ensure a consistency of standards within their schools.

It is essential that all teachers in the school have a common understanding of the assessment process for consistency to be established.

Individual pieces of work are discussed between staff to identify specific levels attained and possible areas for progression.

Termly Pupil Progress meetings take place between class teachers and the Headteacher.

Moderation of writing levels takes place half- termly (within key stages) and annually as a whole staff.

Teacher Assessment

Teacher Assessment is concerned with the whole child and their personal growth and development academically and socially. Teacher assessment is an integral part of curriculum planning and will ensure that children's needs and abilities are taken into account. It is continuous and used to inform future planning. Teacher assessment will take place through a variety of methods and strategies such as observation, discussion and looking at outcomes.

Assessment opportunities for each topic are identified in half-termly planning, and in the teacher's weekly plans. Assessments for English and Maths are made as appropriate to the child.

Supportive Evidence

Evidence of teacher assessment fulfils several functions. It will be used to inform the annual report. All Maths, English and topic work is kept until the end of the school year. The child's Assessment books are passed on to the child's next teacher.

These books stay with them throughout their time at Christ Church C of E First School. Work in this book is levelled and annotated as appropriate and monitored by the Headteacher/Leadership Team.

SATS

SATs take place during KS1 and focus on the children's responses to tasks across selected attainment targets and statements of attainment. They serve four main functions:

- To help the teacher to work towards a consistency of standards, both at local and national level.
- To inform and support teachers' assessment;
- To help teachers to make a summative statement before the children move on to the next stage;
- A group of children may be selected to receive Year 3 Literacy Support as a result of Key Stage 1 SATs.

Recording of Assessment

Recording is a continuous integral process aiding communication between teachers, children and parents. It informs curriculum planning at all levels through the completion of manageable formative and summative formats.

Parents have access on request to records kept on their child.

On transfer to Middle School, Key Stage 1 TA/SAT results and Year 4 teacher assessment are passed on to the teacher responsible for Year 5.

Report Writing

There is an agreed format for report writing. Annual reports are sent out. Parents are then invited to parents' evening should they wish to discuss it further and they are encouraged to comment on their child's report. Parents are offered the opportunity to attend parents' evenings three times a year. Statutory obligations are fulfilled with regard to report writing.

Report Writing Notes

- Report individual progress - not what they have done, but how they have done in each National Curriculum subject; (details of coverage provided in termly class topic letters).
- Report actual attainment, i.e. the balance between effort and achievement and attained standards;
- Report on an individual's strengths and weaknesses;
- Setting targets where appropriate, concentrating on the core subjects and possible a generic learning skill if appropriate;
- If a child has an SEN passport, reference should be made to the child's performance within the relevant subject;
- Comments should be honest: how is the child performing in relation to the expected standard for age, i.e. are they significantly behind/ahead of their peers;
- Reference should be made to each aspect of subjects that have been taught.

Agreed whole school assessments in place

- Half-termly moderated writing.
- Termly Literacy/Numeracy targets
- Guided reading targets
- Annotated weekly and medium term plans for Literacy/maths.
- Question level analysis
- Electronic FSP, to be completed by end of each term.
- Phonics assessment
- Key words FS/KS1/KS2