



# ASSESSMENT, RECORDING AND REPORTING POLICY

**Date Agreed:** July 2020

**Review Date:** July 2022

**Signed:** \_\_\_\_\_

**Chair of Governors**

## Revision Record

| Revision No. | Date Issued               | Prepared By | Approved | Comments           |
|--------------|---------------------------|-------------|----------|--------------------|
| 1            | 5 <sup>th</sup> July 2016 | SB          | Govs     | New Policy         |
| 2            | July 2018                 | CW          | Gov      | Assessment changes |
| 3            | July 2020                 | CW          | LGb      | Reviewed policy    |

# **ASSESSMENT, RECORDING AND REPORTING POLICY**

July 2020

Review July 2022 or if/when national changes to reporting and assessing occur.

## **1. RATIONALE:**

The Assessment, Recording and Reporting Policy is fundamental to all the Curriculum Policies. It is an integral part of high quality learning and teaching and in promoting the education of the whole child. Assessment should reinforce self-confidence and self-esteem by recognising and giving credit for attainment and enabling teachers to support children in making rapid and sustained progress.

## **2. AIMS:**

We aim to make assessment purposeful and to this end it should be:

### **2.1 *Formative:***

Provide ongoing information for teachers and pupils about progress and help identify the next step in learning, ensuring continuity and progression both between and within lessons.

### **2.2 *Summative:***

Report on progress, which should be used by the next teachers to plan the subsequent stage in the child's learning.

### **2.3 *Evaluative:***

Provide information on the quality of teaching and learning in the Academy.

### **2.4 *Informative:***

Provides all parties involved in the child's learning with easily understood information on their progress and achievement, as well as the overall performance of the Academy.

## **3. PRINCIPLES:**

To ensure assessment is on-going and impactful, it:

- 3.1 Is undertaken in accordance with School Policy and agreed criteria that are shared with pupils.
- 3.2 Assists in the evaluation of children's strengths and weaknesses.
- 3.3 Ensures progression and continuity.
- 3.4 Differentiates for the needs of the individual children.
- 3.5 Helps identify the next step in the child's learning.
- 3.6 Supports the regular setting of targets agreed by teachers and pupils.
- 3.7 Includes opportunities for Self-Assessment and Peer-Assessment.
- 3.8 Identifies pupils with Special Educational Needs or those who require support to accelerate their progress through either quality first teaching or additional intervention.
- 3.9 Provides the basis of reporting progress and achievement to parents.
- 3.10 Provides information for the next teacher and/or next School/Academy.
- 3.11 Encourages evaluation of the curriculum.

## **4. ROLE OF THE TEACHER IN ASSESSMENT:**

Teachers will use a variety of strategies to accurately assess children, e.g.

- 4.1 Observation
- 4.2 Questioning and conversation
- 4.3 Recorded tasks
- 4.4 Investigations
- 4.5 Opportunities for pupil Self-Assessment
- 4.6 Foundation Stage Profile (Year R) / Tapestry
- 4.8 Statutory Assessment (SATS – Years 2/6)
- 4.8 NFER tests 3 times a year

## **5. PLANNING:**

Assessment needs to be an integral part of planning and should be carefully considered as a part of the planning process. Assessment opportunities should be identified in line with the Age Related Expectations and the requirements of the National Curriculum.

Teachers need to make the criteria for assessment clear to the pupils and where possible criteria should be shared as the lesson objective at the beginning of a lesson.

## **6. MARKING:**

(See Marking Policy).

Teachers should ensure marking is a positive and inclusive activity, based on the set learning objectives, thus encouraging and motivating pupils. On significant pieces of work, teachers will make more detailed comments regarding achievement and future targets related to the learning objective for that piece of work.

## **7. RECORDING:**

Records are used to inform future planning and to report on the progress of individual pupils. Summative Records should be passed at the end of each year and the Key Stage to the next teacher/School/Academy to ensure continuity and progression in pupil's learning.

- 7.1 The outcomes of assessment will be recorded by teachers in the following ways:
- Mathematics and English against ARE statements.
  - Spellings/Mental & Oral/Tables Tests.
  - Maths, reading and writing targets in children's books.
  - Individual Education Plans – SENCO

### *7.2 Tracking Sheets: 3 times a year*

Tracking Sheets enable the Academy to produce Data about progress over time and across subjects. They identify trends across and within year groups so that whole Academy Target Setting is grounded in evidence.

- Record starting levels and baselines.
- Record SATs at Years 2/6.
- Record Teacher Assessments in all Year Groups.
- Forecast progress and set cohort and individual attainment and progress goals.
- Provide evidence to inform discussion and reporting to parents.

## **8. REPORTING:**

Along with parent information evenings (two) and opportunities to view their child's work throughout the year, parents are informed of where their child is working, in relation to the

national age related expectations, three times a year; once each term. Parents can make an appointment to see their child's class teacher at any time throughout the year. The full written report is in the Spring term.

Parents are also able to link into their child's class blog on ClassDojo to find more information about activities going on in their child's class.

### Assessments throughout the year

Children are formally assessed on 3 occasions by their teachers. The Academy also carries out the national baseline assessments at the start of Reception Class and CATs (Cognitive Ability Tests) tests in years 3 & 5. In years 2 & 6 one of the 5 assessments is the national SATs test.

### Why use CATs tests?

These are assessments of cognitive ability. For the Academy it gives us a different set of data to that of the usual class assessments. For example, a child may be appearing to do well, because they are achieving above national average, but the CATs may imply that even then we are not getting the best out of your child and that there are other ways forward. This can be very important in recognising able children that are doing just enough to get by, but end up being bored and occasionally disruptive as a result. They can also indicate why a child may struggle accessing different aspects of the curriculum.

### Attitude to learning scores

The new assessments only state where a child is working in relation to national age related expectations. Some children may be trying really hard but, for whatever reason, may not be achieving national expectations for their age. The most important factor is a child's approach to learning. Therefore, there is an 'attitude to learning' score on the report.

## **9. MONITORING OF RECORDS:**

Several strategies have been developed to ensure greater consistency in Teacher Assessment.

- 9.1 Collaborative Planning within mileposts.
- 9.2 Year Teams will agree activities and Assessment criteria.
- 9.3 Informal discussions with pupils.
- 9.4 Assessment Files will be regularly monitored by the Senior Leadership Team.
- 9.7 Individual Education Plans updated termly by SENCO and Class Teacher.
- 9.8 Tracking Sheets reviewed and updated 3 times a year.
- 9.9 Pupil Review Meetings are undertaken 3 times a year, although reviews will happen informally throughout the year and changes to the timetable and provisions will be adjusted accordingly.