

Policy statement: Assessment, recording and reporting achievement.

In partnership with the home and the local community, the school has a responsibility to fulfil the demands of the national curriculum as part of the whole school curriculum.

Our approach to assessment, recording and reporting achievement across the curriculum is based on partnership teaching to ensure equality of opportunity.

We recognise that:

- learning encompasses the wider curriculum, including social, moral, spiritual and cultural development, as well as subject areas of the national curriculum
- the assessment process should offer all pupils including those with special educational needs, an opportunity to show what they know, understand and can do
- assessment is about helping pupils to learn
- information gathered on pupils through assessment is used to record pupil's progress and enable teachers to plan teaching and learning more effectively.
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We will ensure that all pupils have opportunities to:

- develop a positive attitude to learning by working together in a variety of ways
- take part in assessment activities
- take responsibility for their own learning
- recognise and celebrate their achievements and attainment

This will be achieved through cross-curricular education by:

- developing the partnership between pupils, families and staff, by involving parents in their children's learning and informing them of their children's progress
- creating a positive atmosphere where pupils perform to the best of their ability
- collecting data and information that enables us to evaluate our work and set realistic targets to help raise standards of achievement and attainment for our pupils.
- ensuring that assessment information is updated each year and passed to the receiving teacher to aid future planning.

Our aim is to make assessment useful, manageable, reliable and consistent, and fulfil statutory requirements.

Planning Learning

- **Long term planning reflects the whole-school curriculum framework taking into consideration the Foundation Stage curriculum, the National curriculum programmes of study, National Primary Strategy, schemes of work and given the time available ensuring a broad and balanced curriculum.**
- **Progression is mapped throughout the school in terms of demand with reference to the programmes and study and level descriptions.**
- **Medium term planning identifies key learning objectives for assessment. It identifies intended progression and curriculum targets for classes.**
- **It takes into consideration a range of teaching and assessment approaches, which reflect our pupils' different learning styles.**
- **Short term planning contains clear, specific learning objectives for assessment. It takes into account pupils' prior knowledge, skills and understanding and a range of learning styles.**
- **It identifies what will be assessed for pupils and groups, how this will be done and who will do it.**

Assessment for learning

- **Pupils know what they are learning, what they have achieved and how they can improve.**
- **They are provided with regular opportunities to reflect and talk about their learning, progress and goals.**
- **Shared ways forward are agreed between pupils, teachers and parents/carers, which focus on how pupils will achieve their goals.**
- **Teachers use a range of assessment methods, particularly observation and questioning, as well as using written answers, and the outcomes of assessments are used to decide what to do next with individuals, groups or the class.**
- **Teaching assistants working in the classroom are clear about their role in assessment and communicate significant information about pupils.**

Marking and providing feedback

- **Prompt and regular marking occurs in all classes and all subjects.**
- **The marking process includes both verbal and written feedback.**
- **Marking focuses on the learning objectives as the criteria for success.**
- **Pupils are provided with opportunities to assess their own as well as other's work.**

- **Marking strategies help the pupils understand what they have achieved and what they need to do next to make progress.**
- **The outcomes of marking, along with other information, are used to adjust future teaching plans.**

Assessment of learning

- **The current requirements and guidance for statutory assessment are understood and followed for the end of Foundation stage, Key Stage 1 and Key Stage 2.**
- **A ‘best fit’ approach is used when working with National Curriculum level descriptions.**
- **Consistent judgements are reached through activities that promote shared understanding of standards.**
- **Assessment of learning information is used to monitor progress and evaluate the quality of teaching and learning in the classroom.**

Recording Evidence

- **There is an agreed, whole school set of pupil records. These are updated at least once a year and used to track progress.**
- **Teachers record pupil’s progress against key learning objectives, which then informs future planning.**
- **Pupils are becoming involved in recording comments on their work.**
- **Samples of assessed work are kept to exemplify agreed standards and to model success.**
- **Records, which are passed on, are useful, clear and easy to interpret.**
- **Records enable reports to be written easily.**
- **Whole school records provide the information required for the common Transfer File for when a pupil moves on to a new school.**
- **Information from the previous teacher is used to plan work for individuals and groups of pupils in a new class.**

Reporting to parents and carers

- **There are opportunities for teachers, pupils and parents/carers to talk together, whenever necessary, but at least twice per year at parental consultation times. (October and July)**
- **Most parents or other family members are seen on a daily basis so family contact is very regular. Year 6 parents are also met with during January to discuss the involves over the last term before end of key stage SATs.**

- Every effort is made to ensure that families understand the information given to them about their child's attainment and progress.
- Reports outline strengths in all aspects of school life and indicate the areas that need to be developed. These are always written using the most positive language possible.
- Timing of reports allows appropriate discussion and action to take place e.g. three weeks before the end of the school year.
- Statutory requirements for reporting are met.

Transfer and transition

- When pupils move schools, there are procedures in place to ensure that the right information is forwarded within the appropriate timescale.
- The information transferred to the next school meets statutory requirements.
- When pupils stay in the same school, information is passed on to the next teacher in time for effective planning to occur. This is both written and verbal information, transition meetings are held towards the end of the summer term with the partner teacher being a vital link, alongside both class teachers.

Management and monitoring

- Procedures are in place to monitor and evaluate what is happening in all aspects of assessment, recording and reporting.
- Curriculum co-ordinators monitor the planning of their subjects through scrutiny of long and medium term planning and pupil's work.
- The whole school improvement team are currently responsible for assessment, recording and reporting.
- All staff make use of training in aspects of assessment, recording and reporting.

Using assessment information to monitor progress

- Assessment information about each pupil is used to track the individual's progress.
- Attainment is analysed for each cohort and is used to set appropriate targets.
- Progress towards targets is checked regularly for individuals and year groups.
- The performance of specific groups of pupils is monitored.
- National data is used to provide a comparison with other schools.
- Analysis of information informs decisions about what to include in action and school improvement plans.

Areas prioritised for development:

- **Long standing assessment co-ordinator retired at end of Year 2003, this has led to the current review of the role of the assessment co-ordinator. Suggest a shared role between Foundation Phase, Early Years Phase and Junior phase Co-ordinators and nominated staff in early years and junior phase, linked to end of key stage classes.**
- **Use level descriptions with pupils to enable them to level their own work alongside staff and their peers. Promote initially between years 5 & 6, and take the development throughout the junior phase. Use as another vehicle for collaborative coaching between Year 5 & 6 teachers.**

**Review date of policy:
October 2004**