



PEASEDOWN ST JOHN PRIMARY SCHOOL
(Achieving Excellence for Ourselves and Others)

ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

- Assessment on all levels is an integral part of our work with children. We believe that when assessment is actively used as a tool by the whole school community (Senior Leadership, Assessment Leader, teachers and their teams, parents and pupils) it allows children to achieve their own true potential as learners.
- Recording and documentation is a by-product of the process reflecting the assessments made but is not an assessment in itself.
- Reporting is the process for sharing assessment information with all stakeholders within and beyond the school.

Aims

- For the prime objective of Assessment to be that of raising attainment and achievement by supporting learning. To do this we will monitor, measure, reflect on and take appropriate actions in response to assessment and data information at all levels.
- To ensure children achieve standards that are in line with or above national expectations.
- For a range of assessment strategies to be used on a daily basis by children, teachers and leaders across the curriculum, predominantly the use and recognition of Assessment for Learning and Questioning as essential drivers that enhance learning opportunities and progress.
- For a range of assessment strategies to be used as part of the school's self evaluation process.
- To support continuity and progression between year groups, phases and schools.
- To support inclusion and equality of experience ensuring all children's progress is built upon year to year (not just Y2 and Y6, avoiding dips and pre-conceptions of where progress is historically made/not made)
- To use assessment information and data to plan the effective delivery and differentiation of next stages of learning on a long, medium and short term basis.
- To use assessment information and data to identify targets on a whole school, curricular, group and individual level.
- To allow learners to actively engage with, and make choices about their own learning.
- To allow the school community to have a shared understanding of achievement expectations.
- To allow parents to actively engage with assessment processes; reports, parent, pupil, teacher consultations, next steps of learning shared on a consistent basis.
- To celebrate achievements.

Assessment Guidelines

Setting Whole School Targets

As a school aiming to give the best possible opportunities for attainment and achievement to the children we work with, our targets will always be challenging. They are realistically achievable when supported by fidelity to the highly effective principles of quality teaching and learning that exist in

our school. All cohort targets are set by the school leadership team having been constructed through honest dialogue with the relevant subject/phase leader and class teacher.

Curriculum Planning

All planning should be based on the National and/or school's Irresistible Curriculum and informed by on-going assessment of an individual child, class or group's needs. Evaluations of teaching and learning are regular and ongoing, with weekly plans being adapted as appropriate to meet the needs of all children. The focus here should be on comments and notes which are of value to the teacher in planning the following unit of work.

Assessment for Learning

Formative Assessment is used on a daily basis to support learning as it is taking place. Teachers share clear learning objectives with the children, develop success criteria, pose challenging questions and provide clear and supportive feedback in order to move children on in their learning. Throughout this process, teachers and children are clear of what is expected, how they have achieved success and what they need to do to improve.

Recording and Reporting Guidelines

Teacher Records

Non-formal records of assessments will be maintained by all class teachers. These may be observations you make whilst teaching, marking or working with the pupils etc. Teacher's own records should be organised in a way to suit both them and their team.

More formal records will also be maintained by staff highlighting progress towards age-related standards. These will be completed 3 times a year or more regularly as appropriate.

Summative judgements

At three points during the year, a summative judgement will be made which demonstrates the extent of learning at that given moment in Reading, Writing and Maths. Children will be reported as being below the expected standard (B), developing the expected standard (D), secure within the expected standard (S) or exceeding the expected standard (E). These judgements will be shared with the Senior Leadership Team who will conduct Pupil Standards Meetings (see below)

Pupil Standards Meetings

The attainment and progress of children will be discussed during a meeting between the class teacher and a member of the head teacher group (HTG) at 3 key points during the year. Successes, possible interventions and next steps will be established and planned.

Reporting to Parents

Any statutory assessment information will be communicated to parents through the annual report which is sent home in July. Details of individual children's achievements and next steps will be discussed at Parent Pupil Teacher Consultation meetings in the Autumn and Spring terms. Annual reports, which are sent home in July, will also contain this information plus a summative judgement in Reading, Writing, Maths, Science and Computing. Termly communication regarding targets will also support parents in understanding how best to support their child.

Statutory Assessment

Foundation Stage

Children in the Foundation Stage are assessed against the Foundation Stage Curriculum using the Development Matters (in Nursery) and the Early Years' Foundation Stage Profile (in Reception).

Assessment in the Foundation Stage is ongoing throughout the year and practitioners build up a profile of each child using observations, assessment activities, annotated work, digital photographs, parental contributions and any other evidence of their progress. This is then collated in a "Learning Diary" for each child with progress highlighted against the appropriate curriculum statements. In the Nursery, a "Key Person" is assigned to each child, who is responsible for collating evidence in the Learning Diary and recording progress. However, all Nursery staff are expected to contribute towards the assessment and observation of all children.

Data concerning progress will be shared with the Assessment Leader at three points during the year - on Entry, Term 4 and Term 6. The LA currently collects data for Reception children on entry and in term 6.

Assessment information is used to inform future planning, identify children's next steps of learning (which are shared with parents at Parents Evenings) and forms the basis of annual reports to parents.

Phonics Screening Checks Y1 and Y2

During Term 6, Y1 pupils will undertake the nationally produced Phonics Screening Check. This is administered by fully training staff within the school. Parents are informed of the outcome of the test with their child's end of year report. Any children who do not reach the expected level in Y1 will receive additional support with phonics during Y2 and will re-sit the test at the end of the year (Term 6).

Year 2 SATs

Children in Year 2 will complete Standard Assessment Tests or Tasks during term 5, in accordance with the guidelines issued by the DfE/STA. The outcome of these will be used alongside teachers' ongoing assessments to make an overall judgement about children's attainment. In 2015, this will still be reported as a numerical level (L1, 2c, 2b, 2a or 3) but from 2016, Year 2 will fall into line with all other year groups where we will report if children have met the age-related standard or not, or whether they have exceeded this expectation.

Year 6 SATs

Children in Year 6 will complete Standard Assessment Tests during term 5, in accordance with the guidelines issued by the DfE/STA. The outcome of these will be shared with parents in a document which accompanies their child's annual report. In 2015, this will still be reported as a numerical level (N, 3, 4, 5 or 6) but from 2016, Year 6 will fall into line with all other year groups where we will report if children have met the age-related standard or not, or whether they have exceeded this expectation.