Poulton St Chad's C of E Primary School

Assessment, Recording, Reporting Policy

Created/Reviewed by: J. Leeming   Date: November 2020

Policy for Assessment Recording and Reporting (ARR)

Our Mission statement: St Chad's Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

RATIONALE

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that teachers know what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning.

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Assessment at Poulton St Chad's CE Primary School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

PRINCIPLES

At Poulton St Chad's CE Primary School we provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account of adult perception as well as task and test results to analyse strengths and weaknesses of a child.

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REASONS FOR ASSESSMENT

Promotes and Supports Learning
• identifies what pupils know, understand and can do
• enables consistent monitoring of pupil progress
• identifies individual learning styles
• identifies individual learning strengths and weaknesses
• encourages progression in learning
• engages children in the learning process

Informs Teaching
• assists lesson planning
• informs review of content and skills
• promotes a variety of teaching strategies
• enables consistent monitoring of teaching progress
• encourages self-reflection

Is both formative and summative
• promotes a shared learning culture
• provides clear and regular feedback
• diagnoses learning difficulties
• measures pupil performance
• identifies clear and shared targets for pupil progress
• promotes differentiation by outcome
• informs subject choice and career decision making
• provides effective and progressive pupil records
• informs regular reporting to parents

Uses appropriate and diverse strategies
• is both formal and informal
• accommodates a variety of learning styles
• tests a range of skills
• encourages effective and standardised marking procedures
• is both quantitative and qualitative
• is carried out in a range of contexts

Recognises ALL pupil progress and achievement
• rewards progress, effort and achievement
• fosters motivation and promotes a commitment to learning
• creates opportunities for self-direction
• fosters self-esteem and social development

Develops the capacity for Self-Assessment
• shares learning outcomes and assessment criteria
• gives sensitive and constructive feedback

- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

Fosters a shared involvement and responsibility between School and Home.

TYPES OF ASSESSMENT

Summative Assessment
This is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. Examples:
- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests

Formative Assessment
This is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Examples:
- Class work
- Home work
- Questioning/ Mini plenaries during lessons
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Marking
- Knowledge and skills tracking
- Target booklets and APP grids

Effective AfL (Assessment for Learning) should include:
- Sharing learning objectives at the start of the lesson
- Sharing success criteria with immediate feedback if possible
- Closing the gap marking (next step)

It will come about through normal classroom learning and teaching i.e.:
- Observations
- Questions
- Explaining
- Speaking and listening
- Marking work
- Informal tests

Pupils and parents are involved in a variety of ways at all stages.

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Self-Assessment and Peer Assessment

Wherever possible, children are involved in assessment. This encourages pupils to take responsibility for their own learning by teaching them to evaluate their own achievement against shared learning outcomes. It helps them identifying their own strengths and areas for improvement. It encourages individual learning goals and action plans for future progression. It fosters a self-reflective learning culture and encouraging independence in learning. Examples:
• Individual pupil target bookmarks for writing and reading
• Individual times table logs
• Pupil Target booklets
• Self-marking against targets and teacher points for improvement from the previous piece of work
• Homework journal/diaries
• Contributing to their own reports and IEPs

RECORDING ASSESSMENTS

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.
Good Practice encourages:
• Common Assessment marks/grades recorded in Teacher Mark Books
• Homework marks/grades recorded in Teacher Mark Books
• Internal Exam marks/grades recorded in Teacher Mark Books/Pupil Tracker
• Half termly teacher assessed levels on Primary Tracker

Teacher records can inform reporting, both formal and informal, to pupils, parents, subject coordinators and Senior Management.
Assessments are recorded in a variety of ways:
• Individual teachers' assessment sheets
• Half termly teacher assessments for Reading, Writing and Maths

REPORTING

Recording and Reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher.
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Formal Reporting
• Ongoing upkeep of Pupil Target Cards by teachers, children and parents
• Targets shared between teachers and children
• Termly Parent Consultations
• Written Reports to parents, informed by both statutory tests and teacher assessments

Informal Reporting
• Continual verbal feedback to children by their teachers
• Verbal feedback to parents
• Progress letters to parents

Reporting to the Governing Body
• Headteacher's Report – termly
• Other verbal and written reports – English, Mathematics, SEND link governor. Subject leaders of core subjects provide a termly written report to Governors and non-core leaders an annual report

TARGET SETTING

Target Setting is maintained, although not statutory, to maintain outstanding achievement in school. This involves the Headteacher, School Adviser, Governor Representative at times and teaching staff.

Individual Pupil Target Setting
Teachers set individual targets in Core subjects at Pupil Progress meetings and also with pupils. They are shared through:
• Wall displays
• Table displays for group targets
• Individual targets in exercise books

Targets for Groups
These are set using Groups data derived from the all assessment methods.

ROLES AND RESPONSIBILITIES

Class Teachers
It is the responsibility of the class teacher to:
• Use assessment for learning procedures every lesson to ensure progress
• Plan and prepare future work based on assessment showing individual needs
• Compile and maintain individual pupil records
• Compile and maintain individual IEPs
• Report to pupils, parents and staff on progress
• Liaise with the relevant coordinators for advise or support as required
• Report to parents as required re individual pupil progress
• produce Cohort Reports in May
• Conduct with Senior staff formal overview of pupil performance after internal assessments

Subject Leaders
It is the responsibility of the Subject leader to:

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- Ensure that all teachers are skilled in assessing and levelling accurately within their given subject
- Ensure that all teachers keep regularly updated assessments within their given subject
- Produce Subject Leader reports to Governors

Senior Leaders

It is the responsibility of the Senior leaders to:
- Keep a monthly overview on children's' progress (school server)
- Attend SLT meetings to ensure a clear strategic overview of progress within the school
- Use all strategic assessment information to inform resourcing
- Support and challenge class teachers

School Governors

It is the responsibility of the school Governors to:
- Support and challenge Senior Leaders
- Keep a strategic overview of the strengths and weaknesses of the school through interrogating assessment information

<u>MONITORING AND REVIEW</u>

This policy will be monitored and evaluated by the Assessment Coordinator in consultation with all staff on a regular basis.

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