

STANGROUND ST JOHNS CHURCH OF ENGLAND PRIMARY SCHOOL
ASSESSMENT, RECORDING AND REPORTING POLICY

RATIONALE

The purpose of our school is to respond to the needs of each individual child, developing the whole personality, in a supportive Community. The main purpose of assessment, recording and reporting is to inform. It is necessary to provide a comprehensive picture of a pupil. Assessment, recording and reporting is an important part of the learning process and is continuous.

AIMS

- To identify and celebrate each pupil's achievements.
- To use assessment formatively in order to build upon pupils' abilities, set appropriate learning targets and take remedial action wherever necessary.
- To use assessment diagnostically in appropriately supporting the individual needs of pupils, including targeting the use of other specialist agencies.
- To provide consistent and accurate assessments of pupils' attainments, supported by evidence or samples of work, which is brief but significant.
- To monitor the effectiveness of planning and schemes of work ensuring progression and continuity for pupils, particularly on transition from class to class, and school to school.
- To compile a summative record on each individual pupil appropriate to inform parents, governors, other teachers, outside agencies and schools about the child's progress and achievement.
- To meet statutory requirements for Assessment, Recording and Reporting .
- Help Senior Management Team to evaluate the effectiveness of teaching.

OBJECTIVES

- ❖ To compile a Record of Achievement for each pupil in collaboration with the child to represent the broadest range of her\his achievements in and beyond school (presented at Leavers' Mass).
- ❖ To develop the use of a variety of methods of assessment which are employed appropriately to purpose in classroom activities. These will include observation, listening, discussion, marking, testing and self assessment.
- ❖ To integrate the planning of assessment opportunities into the general planning of teaching and learning.
- ❖ To maintain a file of pupil profiles which contains :
 - Half termly assessment sheets
 - Parental Conference sheets
 - IEP's
- ❖ To establish the practice of making assessment criteria explicit to pupils, encouraging them and identifying challenging, yet attainable, targets through oral and written comments.
- ❖ To use summative assessment information as one indicator of the success of curriculum planning and delivery and to make adjustments accordingly.
- ❖ To provide diagnostic information which facilitates remedial action and the most efficient targeting and use of specialist support.

ASSESSMENT

Planning

Each class teacher will provide long term, medium and weekly planning sheets for all National Curriculum subjects. Assessment opportunities will be built into medium term and weekly planning. Planning at all levels will be informed by previous assessment information of pupils, to ensure that the pace of learning is appropriate and based upon pupils capabilities. Each pupil's progress is reviewed approximately each half term, and his\her record reviewed accordingly. Current assessment data for that year is kept in the class assessment file which is given to the Head and Assessment Co-ordinator to monitor termly.

ASSESSMENT IN THE CLASSROOM

Having identified within planning when assessment will take place, the teacher will then decide what type of assessment to use, and how large a group to focus on. These will include:

- Observation: The teacher will act as a passive observer - the observation of pupils in action is the most appropriate and probably the only valid method of assessing some skills, eg PE skills. The teacher is not

likely to be able to observe more than a small group of pupils in a single session as general classroom management and teaching will take the rest of her time. She will therefore have to plan to get round the class a group at a time over a term or longer.

- Listening in on pupils' discussions\to pupils' oral responses.
- Discussion with pupils. Needs to be planned in a similar fashion to observation. Discussion and the use of questioning can be extremely useful in establishing how far pupils have grasped a concept.
- Marking of written work allows the teacher the luxury of controlling timing. Work can then be "scrutinised" to check whether a concept or method has been understood.

FORMAL TESTING

St John's has in place a whole school assessment scheme for mathematics, reading and spelling. The tests are taken by all pupils from Year 2 to Year 6 in September. Standardised scores are taken at this time.

As well as KS1 and KS2 SAT's tests during the Summer term we also carry out optional SAT tests produced by QCA in years 3, 4 and 5 which are administered on the same week as Year 6 SAT's.

All these results are recorded on a tracking sheet so that children's progress can be easily monitored. Challenge targets and booster groups are set using this information.

Children in Reception are assessed during the first few weeks of the Autumn term using the School Baseline Assessment and Foundation stage profile. This yields important information about the children's individual needs and their levels of attainment as they commence compulsory education.

The assessment data allows the Reception class teacher to identify and monitor the progress that the children make during their first school year. The Baseline Assessments are repeated in June, again for the value added analysis, and to help the school set targets for individuals and cohorts of children in the coming years.

As well as the formal testing twice per year, each teacher also uses other testing on a regular basis. These include:-

- weekly spelling tests (Yrs 2-6)
- mental arithmetic tests
- science tests

Children experiencing difficulties will be made known to the SENCO as soon as problems are suspected. Pupils with SEN are identified on the Tracking Sheet so that their needs can be met.

Teachers will use their knowledge of pupils gained through assessment, to differentiate work, support pupils and give them challenging activities. The pupils will be made aware of assessment criteria at the outset of tasks\activities so that they know how they are to be assessed and to encourage them to evaluate their own performance. Regular comments, both oral and written should be used to encourage pupils and to indicate next steps in progression.

All classes at St John's use House Points and stamps\stickers to indicate positive aspects of children's work.

RECORDING AND EVIDENCE

There is a class tracking sheet for English and Maths which clearly shows the areas of strengths and weaknesses and informs future planning. These are then passed up to the next class teacher.

The class assessment file also includes the other core and foundation subjects. Each subject co-ordinator keeps a copy of their assessment sheets for each year group at the end of the academic year.

RECORDS OF ACHIEVEMENT

Each pupil has his\her own record of achievement folder in which to compile supporting evidence of his\her achievements. All the pupils at St John's are encouraged to identify all achievements both in and beyond school. During each school year, many types of certificates are awarded to children to recognise all aspects of achievements, both academic and non academic. These are designed to help ALL children build on strengths, recognise weaknesses, set targets and thus contribute to children's motivation and personal development. The following should be put in the folder each year :-

- 1 piece of work she\he is proud of.
- Photocopies of certificates and badges from other sources that build a positive image: eg, sport, Brownies,
- Certificates for contributing towards school life.
- A self-evaluation sheet for that year (produced and distributed by co-ordinator).

PUPIL PORTFOLIOS

Each class has a folder containing tests taken, and some samples of work which may demonstrate the progress a pupil has made over a period of time. They also contain copies of past parental reports. The pupil profiles are kept for a variety of reasons: They can give parents a picture of the progress their child is making and the kind of work he/she can produce. They give the pupils' next teacher some evidence to support and clarify records, and they can also be used to support records sent to secondary school on transfer from primary.

NB Any confidential information about the child is kept in a file in the Headteacher's office.

Portfolios should contain: 1. Old copies of SEN information, 2. Old Parental Conference information, 3. 1 sample of Maths and English (teacher choice with Year Group marked on top).

REPORTING

At St John's reports to parents are on a regular basis and include both written and verbal reports. They take the following format :

PARENTAL CONFERENCES

These interviews are held in the Autumn, Spring and Summer terms and given parents the opportunity to come in and have a discussion with their child's teacher. These interviews help to form the basis of assessment of the whole child, as they are for parents to inform teachers about their child as well as for them to agree targets alongside the teacher.

ANNUAL PARENTAL REPORT

This goes out in the Summer term. On this report the parents receive comments relating to their child's general progress in all National Curriculum subjects and anything else which forms part of the school curriculum. Parents are also given information about their children's attendance ratio including the number of unauthorised absences and number of times late.

The Year 2 and Year 6 teachers also send out teacher assessment levels and test levels for the end of Key Stage tests. The parents also receive comparative information about the results of the rest of the year group at the school and nationally (though this will be the previous year's figures).

The written report focuses on each child's :

- progress and achievements
- attitude to the subject
- ability in the subject
- the way forward for the pupil

SUMMER PARENTS' MEETING

This takes place in the second half of the Summer term and parents are invited to look at their children's work and speak to the teachers if they so wish. The parents of both Year 2 and Year 6 children are also invited to discuss results and help covert jargon-laden National Curriculum language into something more appropriate, so they are aware exactly what as "level" means!

TRANSITION RECORDS

St John's tries to maintain strong liaison links with our feeder Secondary schools. The Authority transition information sheets are sent to the schools, together with SAT\teacher assessment results. The Year 6 teacher or Curriculum Co-ordinator also attend meetings with the Year 7 Head of Year to discuss progress\correct streaming of St John's pupils.

MONITORING THE CURRICULUM

During each school year, we intend to continue with "levelling" days or INSET where all the staff bring examples of children's work in a particular subject, with a view to levelling.

On the penultimate Friday of the year each co-ordinator will collect their subject assessment sheets for the year from each class teacher. These can be used to monitor, ensuring continuity, progression and balance.

CONCLUSION

St John's we believe it is essential to maintain a breadth and balance in assessment, recording and reporting. We are not solely concerned with assessment of National Curriculum, but that of the whole child and the whole curriculum bearing in mind each child's uniqueness.

