



ASSESSMENT, RECORDING AND REPORTING POLICY

JANUARY 2019

PURPOSE

The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that statutory requirements are fulfilled.

ASSESSMENT PRINCIPALS AND PRACTICE

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

OUR METHOD OF ASSESSMENT

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working across the Trust and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and agreed RE curricula
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year, these are known as Key Performance Standards.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements will be moderated by colleagues in school and by colleagues across the Trust to make sure our assessments are fair, reliable and valid.

OUR USE OF ASSESSMENT

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development

RECORDING

- Records to be used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.
- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records to be used as a key tool in ensuring continuity and progression.

REPORTING

- Written reports to be given to parents annually.
- Reporting to parents will be clear, succinct and informative
- Reports to conform to statutory requirements.

MANAGEMENT OF ABOVE

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing when appropriate.

RECORDING (detail)

a) Learning outcomes.

'Evaluation and next steps' records on planning, where relevant, will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes. This will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

b) Maintenance.

Records of summative assessments will be regularly updated. Current data is submitted three times a year and uploaded to the IT-based system. Termly foundation subject assessment will be completed by class teachers and sent to the respective leaders for detailed analysis. Summary of data analysis is reported to the Head of School and the CEO, who scrutinise and collate the school's strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability.

Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

c) Continuity and progression.

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

REPORTING (detail)

The school has a well-established system for reporting to parents. This consists of:

- Autumn Term - parents are invited to attend a welcome evening towards settling into a new academic year, expectations and arrangements for the year are discussed.
- Spring Term - parents are invited to attend a consultation evening where the child's progress is discussed in terms of age-related and personal expectations. Parents receive a full written report which includes details of the child's achievements and progress for the academic year, as well as

priorities for the rest of the year at the end of this term.

- In the Summer term, a 'Hello' and 'Goodbye' afternoon is offered so that parents/carers can meet their child's new class teacher.
- Summer term – parents receive a letter at the end of term, detailing their child's end of term statutory data.

In addition, the school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

MANAGEMENT

Each term, the school will conduct a data analysis and identify strengths and areas for development across the school. These will be fed back and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends of the full cooperation of staff and due regard will be given to staff opinion.

MONITORING AND EVALUATION

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

APPENDICES

Appendix (A) - Assessment Strategies – please contact school office for further details.

Appendix (B) - Marking Guidance - responding to children's work - please contact school office for further details.