

ASSESSMENT, RECORDING AND REPORTING POLICY

The Purpose of Assessment

Some of the key factors critical to our success are seen to be teaching and learning methods which encourage children to maximise their potential.

- To assess the potential of every child on entry and exit.
- To assess the level of attainment in basic skills and to direct further support or further investigation as necessary.
- To report attainment, to identify opportunities for development and to set targets accordingly.
- To guide future study.
- To ensure that the curriculum is being taught and learned effectively and efficiently. As an opportunity for each child to enjoy success and to develop as fully as possible his/her abilities and interests.

This will be achieved through presenting a wide range of experiences within the formal and informal curriculum; through equality of opportunity; through effective use of resources; through each child being given the support required to realise his/her full potential in a purposeful and happy environment; through a working partnership of parents, staff, governors and outside agencies.

As a means by which plans and report outcomes can be discussed with the Governing Body and the wider community.

The Aims of our policy are:

1. To maximise the achievements of our pupils and to raise the level of motivation.
2. To report on pupils' potential and attainment to parents.
3. To encourage pupils to aim for higher standards.
4. To monitor the progress of the work throughout the school and report this to the wider community.
5. To compare outcomes when possible with local and national data.
6. To use information gained to set targets for the future.

1. Procedure

- i. Pupils are assessed annually for basic skills and the results of this used for formative purposes. This is outlined in the SEN policy and the individual handbooks. A summary is to be found at the end of this document.
- ii. There are three main assessments of potential. These are:
 - Year 5 - Lower School results/reports i.e. prior attainment data from KS1, Y4 QCA tests and Baseline data, Year 6 - SATs for KS2
 - Year 8 - N.C. exit assessments to inform receiving Upper School
- iii. . Criteria based "Pupil Profile" recording effort and behaviour each half term informing pupils, parents and staff of progress and concerns leading to targeting of individual pupils as required.
- iv. A continuous Record Of Achievement is maintained on each pupil and used to record the positive aspects of their progress.
- v. An agreed system for marking pupil's work has been adopted. See Marking Policy.

2. Reporting to Parents

Parents are invited to consultation evenings held between November and February where there is an opportunity to discuss progress with the child's class/subject teachers. Additionally, if there is a cause for concern at any stage of the school year a consultation will be set up or an interim report given.

A written (PC generated) report will be issued in the Summer Term and is a summative document showing progress made over the year. Each subject will provide a best-fit statement of achievement, a mark based on effort and behaviour (1-4 scale) and indications of the areas of study that have been achieved, those which need attention and how to improve them i.e. as targets.

In addition the Y6 reports will also contain the SATs results for both Test/Task and Teacher Assessment in the core subjects. The format of this is updated in line with the relevant DfE circular each year.

Copies of these reports are stored electronically and represent the appropriate N.C. record of progress.

3. Recording

The Mark Book is still central to the recording system and the pupil's exercise book is the evidence.

4. Transfer Information

a) Liaison with Upper Schools

With the overlap of Key Stage 3 it is important that the Upper Schools are provided with a summary of progress made, including all teacher assessment results/evidence where appropriate. More specific information will be given about individual subjects through liaison agreements and pastoral issues in liaison meetings.

b) Liaison with the Lower School

Prior attainment data (KS1 and Y4 test data) is sent by the Lower Schools electronically and visits are made by the Head of Y5 and our SENCO to compile a detailed account of all the (special) needs of the new intake cohort. Alongside all of this, Induction Day visits are organised in June for our Y8 and incoming Y5 pupils to visit their new schools.

Lower School staff are invited to attend a „Tea Party“ in the Autumn Term to discuss any transfer/individual pupil /general feed-back issues as they arise. Visits by staff across all phases are encouraged and take place throughout the year to support good practice and transfer of information and ideas.

5. The Assessment Process

Assessment should be:

- a) Constructive, not destructive
- b) Developmental, not a static process
- c) Continuous, not just at the end of something giving no chance for improvement
- d) Reflective, bearing in mind the individual
- e) Diagnostic, leading to future teaching
- f) Consultative, where possible made in liaison with the pupil.

Assessment methods can include:

- a) Observation by the teacher
- b) Recording of results through marks/grades – occasionally referenced to N.C. criteria
- c) Written classwork.
- d) Investigations / practical work.
- e) Consultation with other members of staff.
- f) Criterion-referenced tests.
- g) Verbal and written reports
- h) Discussion / questioning
- i) Standardised tests
- j) Diagnostic tests
- k) Pupil self-assessment.

Each subject will have a scheme of work developed by the Head of Department which indicates how the N.C. Statutory Orders should be implemented.

In addition to the overall aims and objectives, each document should include a section on assessment so that all staff teaching the subject are aware of the requirements.

When pupils are following N.C. programmes of study they will be aware, in general terms, of what is expected of them.

Each member of staff will keep a record of marks/grades given to the pupils taught. All work should be assessed in terms of predetermined criteria.

Assessment should be positive - emphasising success and achievement.

6. Standardisation

Each department is responsible for ensuring standardisation in all the assessments carried out. The following procedures should be in place.

- a) Occasional meetings to look at work and agree the assessment of it.
- b) Each Head of Department will annually examine a sample of work from selected classes and provide feedback to the teacher(s) concerned,
- c) A central record of results for each department should be developed and used to identify areas for development.

7. Analysis

- a) Whole School level

The Core Curriculum Group analyses each set of the main results (prior attainment/SATs/Diagnostic tests) as they are available. These analyses will be used to set goals and targets for development as well as providing a check on various aspects of the school's teaching and organisation.

- b) Individual department level

The diagnostic test/SAT results are passed to the core subjects as soon as they are available for analysis. Each department is asked as part of its annual review for its comments on the recent results and any points for action.

Similarly the other departments are asked to comment during their reviews on the progress made and the issues raised by recent assessments.

c) Subject teacher level

Subject teachers are encouraged to analyse results and to refine the teaching of any concepts that appear not to have been understood. They are also asked to use the results to set up priorities in the work planned for the class. Results will be used to identify and/or monitor pupils with SEN and may be included in the review and/or establishment of an IEP.

Taken from

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