ASSESSMENT, RECORDING AND REPORTING POLICY

(Junior School)

(This document is available on the school website or on request)

Reviewed September 2017

ASSESSMENT, RECORDING AND REPORTING POLICY

This Policy was written in consultation with Staff. It reflects developments in target setting and tracking pupil progress and assessment for learning.

WHAT IS ASSESSMENT?

Assessment is about collecting evidence of children's learning and progress, interpreting it and making judgements about what the pupil has or has not learned and then deciding what to do next. It supports target setting at individual, cohort and school level.

Our systems aim to recognise positive achievement for all children, helping to maintain and improve their motivation and encouraging increased participation in their own learning.

WHAT IS RECORDING AND REPORTING?

Assessment takes a variety of forms. The teacher records the outcomes of assessments, either for the individual on their records or on a class record. At the end of the Autumn and Spring terms a short report is sent to parents. They receive a more detailed report at the end of the academic year.

WHAT TYPES OF ASSESSMENT DO WE USE?

We use three main methods of assessment:

Assessment for Learning
Summative Assessment
Diagnostic Assessment

Assessment for Learning

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

WHAT IS ASSESSMENT FOR LEARNING?

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there:

Assessment for learning should

- be part of effective planning of teaching and learning
- focus on how pupils learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teachers
- be sensitive and constructive because any assessment has an emotional impact
- take account of the importance of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- receive constructive guidance about how to improve
- develop learners' capacity for self-assessment so that they can become reflective and self-managing
- recognise the full range of achievements of all learners

How do we assess in this way?

Examples of assessment for learning systems we use include:

- Pupil friendly writing assessment criteria
- Peer assessment
- Formal assessments

See Appendix for examples

How is assessment for learning recorded?

Much of the feedback in assessment for learning is verbal. However written recording takes the form of:

- Peer assessment
- Written comments by teachers and, sometimes, TAs (3 stars and a wish)
- Teachers and pupils consider progress against Rising Stars statements on Classroom Monitor

How do we report on assessment for learning?

We provide verbal feedback at parents' consultation meetings and provide a written report at other times of the year.

WHAT IS SUMMATIVE ASSESSMENT?
Summative assessment is used to establish achievement and progress against a set of broad learning objectives. This usually occurs at the end of a unit of work.

How do we assess in this way?
- Learners are given an assessment sheet devised by the teacher requiring them to use new knowledge and understanding
- A task is set, e.g. planning a science investigation, which requires the learners to draw on the new knowledge and understanding and apply skills

How is summative assessment recorded?
- Teachers keep their personal records, often digitally, and refer to this information when completing their assessments against the can statements
- Some of the outcomes of this type of assessment eg unaided writing, are recorded on the pupil tracking system, Classroom Monitor

How is summative assessment reported?
The outcomes of summative assessment are used to inform the cumulative report, which is shared with parents each term.

WHAT IS DIAGNOSTIC ASSESSMENT?
Diagnostic assessment is used to identify learning difficulties and strengths. Formal tests are the most common for of diagnostic assessment. They provide the facility to compare different aspects of a curriculum area, e.g. in maths, number operations, data handling or problem solving, thus giving a more detailed picture of strengths and weaknesses in strands within a subject. Data from these assessments may be scrutinised and clarified so that appropriate support and guidance can be provided.

How do we assess in this way?
See also the charts at the end of this policy detailing when these assessments are used.
- NFER Maths
- NFER English
- Spelling
- QCA Optional Tests
- SATs
- QCA Testbase materials

How is diagnostic assessment recorded?
We are in the process of developing a pupil progress tracking system. Data from these assessments will be entered on for each child on the cohort record.

How is diagnostic assessment reported?
Verbal feedback regarding these assessments is given at each parents' consultation meeting each term. Progress is also reported using centiles. Outcomes of KS2 NCTs are explained to parents.

Years 3 to 6

	Sept	Oct		Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Reading		**NFER** Progress in English Reading Comprehension	Teachers fine tune targets set by previous teacher based on their knowledge and the tests results. Data inputted on the tracking system.		Teachers record progress on the cumulative annual record for English and Maths			Teachers record progress on the cumulative annual record for English and Maths		QCA optional Tests	Teachers record progress on the cumulative annual record for English and Maths	Teachers set indicative targets to inform the teacher for the next academic year
Writing		Teacher sets a piece of unaided writing and may agreement trial a sample with colleagues.					Teacher sets a piece of unaided writing and may agreement trial a sample with colleagues.					
Spelling		**NFER** Progress in English										
Maths		**NFER** Maths										
Science					Assessments are recorded on the cumulative report			Assessments are recorded on the cumulative report			Assessments are recorded on the cumulative report	
Foundation Subjects & ICT	Teacher assess against the 'can statements' for each subject area using assessment focus tasks as appropriate throughout the term					Teacher assess against the 'can statements' for each subject area using assessment focus tasks as appropriate throughout the term						

HOW DO WE USE THE CUMULTATIVE RECORDING AND REPORTING SYSTEM?

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Parents' Consultation Meetings	Meet the Teacher		Parents' Consultation Meeting	End of term report		End of term written report	Parents' Consultation Meeting				End of Year report
Maths and English	Records of assessment are recorded on the cumulative annual record sheet for each year group in both English and Maths against key objectives.										The Report is sent home to parents. In year 6 this is accompanied by the SATs results.
Other Curriculum Subjects	Teachers assess the areas of learning at appropriate times for each subject ie at the end of a unit of work. Records of these assessments are recorded against can statements on the cumulative report.										
PSHEC		Parents' Evening (Settling in)								These sections completed on the report	
General Comments											
Pupil Comments		Pupils complete self-review								Pupils revisit and complete self-review	
Recommendations for the next year											Final sheet in the cumulative report completed

TRANSFER RECORDS

TRANSFER WITHIN THE SCHOOL

The following records should be passed on to the next Class teacher

- Individual reports (available on the Shared Area)
- Class records
- Results from standardised testing (available on the Shared Area)
- National Curriculum Test results (available on the Shared Area)
- Portfolios of work
- Special Needs Files / IEP's / Able Pupil information
- Specific Medical Information

TRANSFER TO ANOTHER SCHOOL

The transfer form is used when pupils transfer to another school. We also send our documentation as above.