

# Caroline Haslett Primary School & Faraday Club



## ASSESSMENT, RECORDING & REPORTING POLICY

**Date of Issue:** June 2022

**Date of next review:** June 2024 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Headteacher) **Date:** \_\_\_\_\_

**Approved by the Governing Board on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

## **RATIONALE**

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement in a positive way and identifying children's particular strengths and areas for improvement through sensitive assessment helps to ensure that progress is maintained and that continuity is enhanced.

It is important that all those involved in the education of young people have a clear set of principles to use as a benchmark against which to evaluate activities and plans for all children. This policy aims to provide such a benchmark for Caroline Haslett Primary School.

Assessment is a continually evolving process and needs to be viewed from several perspectives.

### **The learner's perspective**

Children need to:

- know what is expected of them;
- know that their targets are short term and achievable;
- feel involved and valued;
- have their achievements recognised.

### **The school's perspective**

The school needs:

- to plan for assessment;
- to integrate, where possible, assessment and curricular planning;
- to set up recognisable, school-wide assessment procedures;
- to ensure the widest possible distribution of information to parents and children.

### **Parent's perspective**

Parents need:

- to feel involved in and informed about their children's progress;
- to feel confident in the procedures established by the school.

## **FORMS OF ASSESSMENT**

### **Formative assessment**

At Caroline Haslett Primary School, a range of assessment for learning strategies, targeted questioning and 'next steps' marking [see Marking Policy] enable teachers to assess children daily in order to adapt planning and teaching to meet the children's needs and facilitate progress.

### **Summative assessment**

Summative assessments take place three times a year. Children are assessed in Reading, Writing and Maths. Using evidence from books and in-school summative assessments, teachers fill in assessment sheets which are used to populate the Target Tracker system. This creates a score that equates to an attainment step. The assessment, English, Maths, SEND and Pupil Premium co-ordinators analyse the data at whole-school, year, class, group (especially vulnerable groups) and individual pupil level.

In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve their progress targets and expected attainment. A range of 'in-school-summative assessments' will be used including, for example:

- end of year tests;
- short end of topic or unit tests or tasks;
- reviews for pupils with SEN and disabilities.

Pupil Progress Meetings are then held where children's progress, interventions and impact are discussed in detail.

### **RECORDING**

Recording of pupils' progress takes place at least termly.

### **REPORTING**

Short reports detailing attainment, effort and targets in Reading, Writing and Maths are provided for parents at the end of the Autumn and Spring terms together with consultation evenings and a full written annual report at the end of the Summer term.

### **STATUTORY REQUIREMENTS**

Under the arrangements of the Education Reform Act, there are certain obligations relating to assessment, record keeping and reporting which have been laid down in statutory orders:

**ASSESSMENT** will be measured using an agreed whole-school system and related to age expected outcomes.

**RECORDS** will be kept for each individual child on:

- academic achievements
- other skills and abilities
- individual progress

**REPORTS** will be provided for English and Mathematics at the end of the Autumn and Spring terms, and then include core and foundation subjects at the end of the Summer term. At the end of Key Stages, the reports will include the results of Standard Assessment Tests and Teacher Assessment where required.

The school will comply with all minimum requirements laid down in law referring to Assessment, Recording and Reporting.

### **Recording**

Evidence of attainment needs to be retained in order to support judgements made and to inform future planning and learning. Through such a system, continuity and progression can be assured. A high degree of trust and confidence is necessary between staff, children and parents for such a system to operate openly and well and we should aim to build on this at all times.

The recording of assessment outcomes should be constructive, should highlight positive achievement and give guidance for future development.

### **Reporting**

Regular reporting of pupils' achievements is both a right of individual pupils and parents and a statutory obligation. Such reports should be based upon ongoing formative records.

### **End of Key Stage Teacher Assessments and SATs**

Given the school's commitment to the close link between Assessment and high quality curriculum planning, it is important that when SATs are administered, they are done so with the least amount of disruption to the curriculum as possible. Such activities should reflect the developing curriculum and not be the driving force behind it.

### **On transfer to Secondary School**

It is our policy to send all summative assessment materials, including National Curriculum Assessment results at Key Stage 2 to the new school.

Meetings between the Year 6 teachers and staff responsible for Year 7 at the various secondary schools are arranged during summer term and children also meet the relevant secondary school staff.

### ***MONITORING AND EVALUATION***

The monitoring and evaluation of the Assessment Policy is the responsibility of the Assessment Co-ordinator who is responsible to the Headteacher and the Governors for the development of Assessment throughout the school. This is to be achieved in a variety of ways:

- regular discussions with staff concerning progress of groups and individuals;
- ensuring that assessment opportunities are built into planning across the school;
- working alongside colleagues to help identify children's strengths and weaknesses and to provide support to individual staff as appropriate;
- reviewing of assessment outcomes and data to evaluate overall standards throughout the school.

This policy should be reviewed every two years or in light of changes to legal requirements.

## **Appendix**

### **General Guidance on Assessment, Recording and Reporting.**

#### **GENERAL STATEMENT**

#### **DEFINITIONS**

The basic aim of assessment is to promote pupils' learning. Assessment takes place within the context of educational aims and philosophy and thus should reflect the aims of the school. Considerable amounts of jargon exist in this area and it is worth defining some common terms as a starting point:

**Assessment** is an all-embracing term and refers to any of the situations in which some aspect of a pupil's education is, in some sense, measured, whether this measurement is by a teacher, an examiner or indeed the pupil himself or herself. Broadly speaking, assessment is concerned with how well the pupil has done, what has been achieved and whether it was worth doing in the first place.

Assessment is often linked with tests and examinations – this is misleading since neither is essential to assessment.

Assessment can be either formative or summative.

**Formative Assessment** is integral with learning and takes place throughout learning. It provides 'feedback', i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas for development, also on strengths and potential. For pupils, it is a form of attention and encouragement, and an important ingredient of motivation. The more immediate the feedback, the more useful the information. It is important in the shaping of future learning experience.

**Summative assessment** is concerned with the final summing up. The judgements it makes are also for the benefit of people other than the learner. It usually comes at the end of a term – but is less to do with timing, more to do with the intention of the assessor.

**Criteria referenced assessment** is a comparison between the pupil's performance and criteria. For example, National Curriculum Attainment Targets are based upon criterion referencing pupil performance [what pupils are expected to know, apply and understand by the end of each key stage].

#### **Assessment**

Assessment occurs when judgements are made about achievement in relation to relevant criteria. It is an integral part of teaching and learning and is primarily used in a formative way to promote better learning.

Assessment should fulfil four main aims:

- to assist and support the pupil's learning;
- to assist pupil and teacher to identify strengths and areas for development;
- to assist staff in evaluating their teaching and teaching programmes;
- to provide information about progress and achievement of individual pupils for themselves, parents, staff and any other interested parties.

Assessment of each pupil's learning should reflect the full range of activities in which the pupil is engaged (i.e. all curricular and extra-curricular activities engaged in by the pupil).

Where appropriate, assessment should be based on criteria, which are known in advance to pupils and other interested parties. For this reason, assessment should be built into curriculum planning. However, we should not ignore the possibility of unexpected outcomes from exploratory learning situations being followed through, as this can enrich the child's experience and the quality of the curriculum greatly.

Assessment should take into account the differing needs of individual children including S.E.N.D.

Regular constructive discussion should take place between children and staff to review progress and identify strengths and areas for development. The development of self-assessment activities should be fostered where possible to encourage each child's greater responsibility for his/her own learning. This is in line with the stated aims of the school.

### **ORGANISATION AND MANAGEMENT**

Procedures for the organisation and management of Assessment, Recording and Reporting at Caroline Haslett School will be as follows:

#### **Baseline Assessment**

It is important that staff have a sound understanding of a child's achievements and abilities when the child enters school. Such information will come from various sources, dependent upon the stage at which the child is admitted to school. Baseline assessments should be used to inform the initial planning of the child's curriculum and to assist in his/her swift integration into the new environment.

Baseline assessments are carried out within the first few weeks of a child's entry into the Early Years Foundation Stage.

Accurate baseline assessment on entry to the Early Years Foundation Stage enables the school to monitor the 'value added' element in each child's education when summative assessment is undertaken at the end of the subsequent key stages and set suitably challenging, but attainable targets for each year group/individual.

**Entry into Foundation Stage to Year 6:** In line with statutory requirements, a child's current records will be sought from his/her previous school and will serve as a baseline assessment to inform staff of his/her achievements and abilities.

#### **Evidence of Achievement**

As a child progresses through the school, it is important that appropriate evidence is available to confirm and inform assessment. Such evidence may come from a variety of sources.

#### **Teacher's observations of children**

We regard observation as extremely important. Staff should bear in mind the following points:

- Teachers should stand back and observe as often as possible;
- Observation should be undertaken with specific objectives in mind;
- Both set tasks and free-play investigative situations should be observed;
- Observation can at times be either passive or interactive – i.e. discussions of observations with children.

We should aim to observe each child over a period of time engaged in:

- individual work;
- small group/interactive situations;
- whole class situations;
- interaction with adults;
- structured and unstructured activity;
- situations covering a variety of curriculum activities.

Such observations might result in:

- written records, which may be kept as the teacher's own informal records.
- improving our real understanding of each child's strengths, areas for development and potential and should assist in planning for each child's future educational needs.

#### **School portfolios of work**

Assessing levels of attainment from children's work is not an easy task and requires practise and expertise in matching criteria against specific skills and understanding as evidenced in the work of individual children. With this in mind it is helpful, and indeed a reflection of good practice, for subject co-ordinators to build up

their own portfolios of examples of children’s work at different stages within their area of curriculum responsibility.