

Ainderby Steeple CE Primary School Assessment, Recording and Reporting Policy.

Written: SUMMER 2014 Review: Summer 2017

'Teacher Assessment is first and foremost about helping children to learn'.

Aims and Objectives

Assessment, Recording and Reporting should:

- Offer all children an opportunity to show what they know, understand and can do and what they need to develop
- Relate to a learning objective that has been shared with the child, and forms the basis of the assessment criteria
- Enable teachers to plan more effectively
- Help parents be involved in their children's progress
- Provide School with information to evaluate work and set suitable targets.

Management and Monitoring of Assessment, Recording and Reporting.

- The assessment co-ordinator/Head Teacher has overall responsibility for assessment, recording and reporting, however the responsibility for teachers to find out and act upon their assessment are understood by all staff.

Planning.

Effective long term planning:

- Involves whole staff and reflects the schools targets
- Matches the curriculum offered to the needs of the children taking into account the programmes of study
- Maps progression throughout the school

Effective medium term planning:

- Ensure plans have clear learning objectives
- Uses these learning objectives to assess the level in which a child or group of children are working.

Effective short term planning:

- Recognises the range of needs and abilities within the class and plan accordingly in core subjects
- Involves strategies to share the learning objectives and individual targets and assessment criteria with the child
- Takes into account a set of teaching styles which reflect children's different learning styles

Assessment for learning.

Is effective when we:

- Are clear about what children know, understand and can do in all areas of learning
- Ensure children know what they are supposed to be learning, what they have achieved and how they can improve
- Regularly provide children with the chance to reflect and talk about their learning and progress against targets
- Use a range of assessment methods e.g. observing, asking questions, listening, assessing pieces of work and testing
- Use the results of assessment to decide what to do next

- Ensure that other adults working in the classroom are clear about their role in assessment, and will pass on information about the children.
- Children encouraged to set their own targets

Feedback to children

Please see the marking policy

Assessing as an end-of-key-stage process.

Will be effective when:

- Teachers follow the current statutory requirements
- Everyone is aware of the equal status of teacher assessment and tasks/tests
- All the on-going teacher assessment is used when making end-of-key-stage judgements
- Teachers understand and apply the level descriptors
- Teachers make judgements which are consistent with a shared understanding of standards
- Teachers apply any special arrangements needed for individual pupils
- Teachers use the information from end-of-key-stage assessment to evaluate and monitor progress towards targets.

Recording and evidence.

This is useful when teachers:

- Keep records that are manageable
- Use records from previous teachers in planning work for the children
- Involve children in reviewing their own work and recording progress
- Keep evidence for a clearly defined and useful purpose
- Use examples of children's work to help them to understand their strengths and how they can improve
- Provide records, which are clear and easy to interpret, and which other people understand and find useful.

Reporting to parents and carers.

These are successful when they:

- Meet the statutory requirements for reporting to parents
- Provide clear information which parents can understand about their child's progress, outlining strengths and areas they need to improve
- Set realistic targets which are worked on and reviewed
- Promote parental involvement in their children's learning and provide the opportunity to talk with both children and parents
- Report at the end of each key stage, both teacher assessment and test/task results
- Clearly explain the relationship between the child's attainment and any comparative data provided
- Are sent to parents at times which allow for appropriate action or discussion to take place

Transferring.

This will be successful when school:

- Has established curriculum liaison and cross phase trust
- Has procedures in place to ensure the right information gets to the right people in good time by use of the Common Transfer File
- Uses the information received to provide appropriate challenge and support for each child
- Provides information, which looks at children's strengths and areas for development.
- Passes information within as well as to and from other schools using the common transfer file.

Using information to monitor progress towards meeting targets.

Monitoring school improvement through assessment information is effective when:

- Expectations are appropriate for each child
- Performance of different groups of children are identified
- Performance of different teaching groups are identified
- Any year on year trends are taken into account.

Using assessment information is effective when school:

- Knows how to act upon the information which emerges in terms of whole school management issues and classroom practice
- Uses the information to inform curriculum planning and setting learning objectives
- Provides action plans to achieve agreed improvements
- Ensures the school development plan reflects findings
- Uses the information to inform the target-setting process.

Agreed by *Governors*:

Signed _____ Date _____