

Eatock Primary School

Assessment, Recording and Reporting Policy

Rationale

The school seeks to ensure that assessment and evaluation is a continuous part of our work. Assessment will inform planning and enable staff to meet the individual needs of all children. Systems will be established to develop continuity between keystages.

Children and their parents will be actively involved in contributing to assessing, target setting and recording of the child's development and academic progress.

Aims

1. To assess each child continuously and to keep formative records.
2. To review and evaluate a child's progress and to provide appropriate next steps to promote their continued development.
3. To complete Assessment manager records and to gather evidence to support these.
4. To fulfil the legal requirements for assessing, recording and reporting and to ensure LEA endorsement.
5. To carry out Foundation Stage profiles and Standard Assessment Tasks with years two and six.
6. To report accurately and communicate effectively with parents.

Objectives

- To use a variety of techniques to gather evidence for on-going teacher assessments.
- To keep a variety of written records and evidence of children's achievements.
- To evaluate learning objectives on a weekly basis.
- To give on-going constructive feedback to the child and set targets in the light of assessment.
- To input data on to RAISE Online and review progress children make regularly.
- To use assessment as tool to ensure full and equal access to the curriculum for all children.
- To establish agreed systems and continuity of approach through communication between staff.
- To produce an annual written report to parents as legally required.
- To form agreement trials to moderate work and establish continuity and to begin to compile portfolios of evidence.

Techniques

A range of techniques will be employed to enable staff to make fair and accurate judgements of children's progress and attainment, including:

- observation of what children say and do

- questioning and discussion with the child
- tape recording
- results from Standard Assessment Tasks
- results from optional SATs
- self appraisal and target setting
- testing, using a range of teachers own materials and standardised tests
- marking of children's work and giving feedback as judged against the WALT
- discussion with parents
- classroom observations

Reporting to Parents

Parents are always welcome to come into school to discuss their child's progress on an informal basis and from early years to year two staff have contact with parents on a daily basis.

Parents are invited into school if there are specific concerns which needed to be addressed and parents would be advised of any concerns at the earliest possible time.

Formal opportunities will be provided each term with parental consultations taking place during the afternoon and evening to ensure that all parents have an opportunity to attend. The summer term consultation will follow the publishing of an annual report to parents to provide an opportunity to discuss the child's achievements and targets.

Reporting to parents will include:-

- Targets set for English, Maths and Science
- Results from testing
- Comment on child's position in relation to age related expectations
- Progress in basic skills
- Feedback on homework/reading diaries
- Comments on child's emotional and social development
- Comments on child's behaviour

Information will be provided to help parents understand the expectations in literacy and numeracy.

Specific Assessments of Pupil Achievement

Entry Assessment

Children will be assessed on entry to Nursery using the Ages and Stages document children are assessed throughout nursery and reception using the ages and stages. The Foundation Stage Profile and SIMs Ages and Stages tracker is used to assess children at the end of Reception. This provides information concerned with the following areas of pupil development, Personal and Social, Physical, Language and Literacy, Mathematics, Creative and Knowledge and Understanding of the World.

The information provided by the ages and stages document details the individual child's progress in relation to their chronological age.

This information will be discussed with parents of nursery children. A summary of this data is then produced for school analysis.

Foundation Stage Profile

On leaving Reception the Foundation Stage Profile will be used to provide information about basic skills and development in the following areas:- Personal and Social, Physical, Language and Literacy, Mathematics, Creative and knowledge of Understanding of the World.

It will also indicate next steps for each individual pupil.

The data collected will be discussed with parents. A summary of this data is then produced for school analysis. Each child will be assessed early in the Spring term and finally in the Summer term to look for progress and identify special needs where there has been slow progress. The results of the profile will be forwarded to the LEA for statistical purposes.

Standard Assessment Tasks

National Curriculum tests and teacher assessments will be used at year two and six as a basis for gathering information in the core subjects of English and Maths . The agreed documentation and procedures as defined by the D.f.E. will be adhered to. Written information will be reported to parents at the end of the summer term and time will be available for staff and parent consultations.

Optional Assessment Tests

Years three, four and five will use Optional SATs tests as a means of assessing progress in the summer term

Records

It is the responsibility of teaching staff to maintain accurate formative records which will inform Assessment manager Records. These are to be kept in a cohort tracking file and entered onto the Sims assessment manager tracking system.

The child's formative records inform planning and should be updated each half term. These include:-

- Ages and Stages documentation
- Foundation Stage Profile
- Phonic and keyword records
- Guided reading assessments
- Mathematics record
- Special needs file
- I.C.T. records
- Foundation subjects records

There is also a requirement to collect samples of writing for the child's writing portfolio.

Written by Catherine Walker (Pupil Progress Manager)

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