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Assessment, Record-Keeping & Reporting Policy

Introduction

We believe that effective assessment is essential to provide information to improve learning and teaching. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their pupil's progress so that teachers, pupils and parents are all working together to raise standards for all our pupils.

Assessment complements and supports learning and teaching. This policy outlines how assessment, and record-keeping and reporting is managed in our schools.

Aims & Objectives

- Assessment is an integral part of the learning and teaching process and as such serves several purposes:
 1. formative - everyday, continuous and essential for the learning experiences of each pupil, helping teachers to plan the next steps and helping pupils understand what they need to do next to improve;
 2. summative - related to judgements made at the end of a particular stage in a pupil's learning providing a *picture in time* of a pupil's development (enabling pupils to demonstrate what they know, understand and can do);
 3. evaluative - to help evaluate our own teaching, and to consider the strengths and weaknesses of the curriculum;

4. diagnostic - to diagnose difficulties with individual pupils
5. informative - to allow us to pass on information to parents and pupils about pupils' progress

- Target setting is complemented by effective assessment.
- Assessment aids teachers in providing regular information for parents to enable them to support their child's learning.
- Assessment provides the Headteacher and Governing Body with information that allows them to evaluate the effectiveness of the school.
- Assessment should be the servant of the curriculum and not its master.

Statutory Requirements

These are to:

- Administer Standard Assessment Tests;
- Maintain records on pupil attainment in the Foundation Stage;
- Maintain records on pupil attainment in the National Curriculum;
- Make teacher assessments in the three core subjects to provide a measure of attainment at the end of each Key Stage;
- Report on pupils' progress to parents (at least once a year);
- Provide assessment data to the LA and DfE
- Transfer pupil information between schools using DfE Common Transfer Form
- Year 1 phonics check

Planning & Managing Assessment

- Pupils can be assessed in a great variety of ways from listening to them or watching them, to looking at their finished products and marking their work. It is important to be clear on:
 - what to assess
 - how to assess it
 - when to assess it
 - how to record it
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. Our lesson plans make clear the expected outcomes for each lesson and are given to pupils at the beginning of each lesson. We typically make a note of those individual pupils who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- Whenever possible we aim to link assessment opportunities, particularly summative, to medium term planning, where differentiated objectives for units of work have been matched to National Curriculum level descriptions (e.g. to assess AT1 in

science, or at the end of a historical unit of work). This places attainment in context so that it becomes achievable and so provides a good assessment record.

- Where formal assessment is involved, pupils should be told what criteria will be used to assess.
- Using a range of assessment tasks and techniques will help ensure individual pupils are not disadvantaged.
- Assessment needs to be recorded in a way that is meaningful both to the teacher and pupil so as to facilitate appropriate feedback.

Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. (See Marking Policy.)

We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we often also give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the pupils' work during marking, particularly in KS2. We give written comments to pupils of all ages. We do not always aim these comments just at the pupils; we may write something that is useful to both parents and teachers.

When we give written feedback to a pupil, we aim to relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases we try to identify what the pupil needs to do next in order to improve future work.

We encourage pupils to review their progress and make comments about their own work. We also encourage pupils to support each other through peer assessment. We encourage older pupils to be the first markers of some pieces of work.

We endeavour to allow time at the beginning of each lesson for the pupils to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the pupils' learning.

Our Programme of Assessment

Formative assessment is continuous in all subjects and involves:

- observation
- listening
- questioning, pupil to pupil, teacher to pupil and vice versa
- setting tasks
- selecting examples of pupils' work

- positive, constructive marking, oral and written
- discussion of work with pupils

Teachers use their own methods for recording these.

Summative assessment carried out

- Statutory Foundation Stage Profiles by end of Foundation Stage year;
- Statutory Assessments (SATs) when pupils are at the end of KS1 (which inform teacher assessment) and at KS2.
- Optional SATs in the Summer term when pupils are in Y3, 4, 5

Other Subjects

End of unit assessments and teacher notes to inform PTC and summative assessments.

What follows details the other record-keeping systems we have agreed to keep across the schools.

i. Foundation Stage

On entry baseline assessment will record a pupils' attainment as they enter school in YR.

Profile sheets, covering all 6 areas of learning in the Early Learning Goals, are updated each term for every pupil, which adds onto information received from pre-school providers and the on line entry assessment.

ii. Speaking & listening KS1

- Observations based on learning objectives kept in teachers' own preferred format.

iii. Reading

- **Target Tracker statements are used linked to the new Primary curriculum**
- Foundation stage pupils have Home/School Books for Letters and Sounds and communication with staff.
- Each pupil to have an individualised reading record detailing the books they have read, and the dates that they read them (or read a set of books). (FS-Y6)
- Each pupil to have a diary/book for home-school liaison and for noting down what they are reading at home. These diaries/books can also be used to record personal reading targets, comments from parents / staff, or issues

iv. Writing

- **Target Tracker statements are used linked to the new Primary curriculum**

- Writing targets are written for each pupil, and then evaluated with them. On-going records are kept.
- Each term a piece of fiction and non-fiction written work are assessed

v. Mathematics

- **Target Tracker statements are used linked to the new Primary curriculum**
- Times tables are regularly tested in KS2
- KIRFs are given to everyone and progress is tracked and shared with parents
- Other subjects areas are highlighted to record maths being used/put into practice

vi. Science

- A mixture of Target Tracker and North Yorkshire recording/assessment systems are used

vii. Other Subjects

- For subjects such as Art / DT, Music, PE, ICT History and Geography there are also Target Tracker statements. These are to be set up in Spring 2016
- **For RE** we use NYCC level descriptors and indicate pupils' initials against the appropriate level.

viii. Other Areas

- Each pupil has a Parent / Teacher Consultation sheet (PTC) These are to be used after each relevant meeting to briefly record decisions and issues discussed, and the date of the meeting.
- Incidents of poor behaviour and accidents are recorded.
- Issues related to pupil protection are recorded and kept securely and confidentially in the Headteachers office.

Consistency

To aid in our consistency of judgements, moderation takes place between the partnership schools with Kell Bank and other schools within the Bedale cluster. This will:-

- ensure consistency of level judgements between staff/between schools
- provide teachers with a clear vision of progression
- aid in target setting and benchmarking.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their pupil's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their pupil's work.

Each term we offer parents the opportunity to meet their pupil's teacher.

At all meetings, we review the progress made, the age related expectations, and the targets that we have identified for their pupil in writing, reading, maths and any personal issues.

In the summer term, we invite parents of Y2 and Y6 pupils to consider their performance in the statutory tests and to discuss issues that may exist as the pupils prepare for the start of the next key stage. Other parents are encouraged to book an appointment if they wish to discuss their pupil's annual report or optional SAT results.

During the summer term we give all parents a written report of their pupil's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a sheet where the pupils can offer their own evaluation of their performance during the year, from Y2 and above. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the age related expectations achieved in the national tests. For pupils who take optional SATs in Y3, 4 and 5, progress against the age related expectations for their year group will be reported.

We offer parents of pupils in the Foundation Stage the opportunity to discuss the Foundation Stage Profiles during each term.

Report Writing Guidance

- Comments should refer mainly to attainment rather than work covered, and explain how improvements can be made by giving clear and purposeful targets for pupils to aim for, which pupils, parents and teachers alike understand and can act on.
- Comments should be positive but not so much so as to give a false impression that attainment is better than it really is.
- The report should read as if the pupil is a known individual, i.e. make it personal.
- Aim for "constructive reporting" as opposed to "positive reporting" in which weaknesses in understanding and skills are diagnosed.
- Teachers also need to complete the relevant SAT results sheets for statutory and optional national assessments.