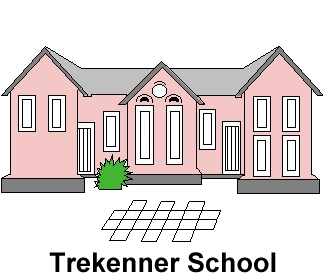
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**Trekenner C.P. School**

**Assessment, Recording and Reporting Policy**

**Philosophy**

This policy endeavours to detail a whole school approach to assessment, recording and reporting which is embedded within the curriculum. Assessment is an integral part of the teaching and learning process and should involve children, parents, teachers and other professionals. It should be a process based on information that is both relevant and manageable and should be beneficial to all concerned.

**ASSESSMENT**

**What is Assessment?**

Assessment is a judgment of standards, quality of work and attitudes carried out by children, support staff and teachers based on the evidence of children’s achievements. Teachers can assess by observing, asking questions, viewing outcomes and listening to children’s own observations. Learning Support Assistants and other adults contribute to these assessments. Assessment can also be carried out through formal testing opportunities.

**Aims**

The purpose of assessment is to contribute to the educational process which helps all pupils to become better learners and more confident citizens. It should promote pupil progress across and between the Key Stages. Assessment is part of raising pupils' achievement. Assessment should inform pupils, teachers and parents about attainment and progress. It is about the effectiveness of teaching strategies and pupils' needs. All assessments made should support and motivate the learner allowing achievement and progress to be demonstrated, recognised and celebrated.

The main aims of assessment at Trekenner C.P. School are as follows:

* To identify strengths and areas of development of individuals and groups of children
* To assist in early identification of children with special, exceptional, or additional educational needs
* To provide accurate information about the child’s learning that is useful to children, teachers, parents and other educational agencies
* To inform planning and future steps in learning
* To assist in measuring performance and in setting new school targets
* To increase motivation of children and teachers
* To assist in the monitoring and evaluation of teaching methods and learning environments
* To emphasise positive achievements and to contribute to raising further, children’s individual achievement

**Responsibilities**

Each teacher has a responsibility to assess their children, record these assessments and then verify them through moderation and discussion with other professionals, both within and beyond the school. All teachers are responsible for:

1. Ongoing assessment of their children using a variety of school-agreed systems and procedures
2. Administering tests as appropriate to their class
3. Updating and completing all necessary records, including online and electronic records, and meeting transfer of information dates
4. Contributing to whole school moderation of learning outcomes
5. Participating in arrangements for target setting or intervention arrangements as necessary
6. Effective marking of children’s work that provides information on achievements, targets and strategies to improve performance.

The assessment leader will be responsible for ensuring that:

1. End of Key Stage SATs are administered correctly to year groups.
2. Year 1 phonic screening is administered correctly.
3. EYFS baseline assessments and outcomes are administered correctly in discussion with the EYFS leader
4. All relevant tests scripts are ordered and supplied to the relevant teachers
5. Guidance is available to teachers for administration purposes: this will usually be accessed through www.gov.uk
6. All special arrangements are organised
7. Results are recorded and transferred as required
8. Analysis of data is completed and shared with appropriate staff and governors
9. Dialogue with teachers is undertaken regarding issues raised from data
10. Opportunities to develop assessment for learning within the school are provided through CPD and sharing of good practice

In addition, the children have a responsibility within the assessment framework of the school. All children should:

1. Read teachers written comments and act upon them
2. Participate in their personal target setting and review with their teacher through self and peer reflection and assessment activities, as well as individual and group pupil conferencing
3. Contribute to writing their own end of year report with reference to academic and other achievements and future targets

**Types of Assessment**

Both formative and summative assessments are carried out as an integral part of the learning process within the school.

**Assessment for Learning - Formative Assessment**

Assessment for learning, or formative assessment, is that ongoing assessment of how children are learning. This can be undertaken by the teacher, the Learning Support Assistant or the child during the course of the learning process. Assessment for learning can make a real difference to the learning process – while that process is still going on - so that the outcome for the child will be better because of the assessment made and any resulting intervention. Effective assessments are crucial in order to inform planning and teaching, and to raise children’s awareness of what they are trying to achieve and how they can improve.

Assessments are facilitated by:

* Discussing learning outcomes with the child
* Effective questioning techniques
* Observations of children’s performance within the learning environment
* Effective feedback, including constructive marking, which presents achievements and targets for individual children set against the learning intention.
* Setting clear and achievable targets which are reviewed at regular intervals
* Children assessing their own work and recording these assessments through a variety of techniques such as traffic lighting, responding to plenary starters and smiley faces
* Information provided by assessment of reading achievements such as read write inc progression and through data generated by the Accelerated Reader programme
* Information and data generated by online programs such as Learning by Questions.
* Ongoing unit assessments to inform next steps, such as hot tasks, progress writes and end of unit assessments.

**Assessment of Learning - Summative Assessment**

Assessment of learning, or summative assessment, is the assessment of learning that takes place after the learning process, in order to measure how effective the learning has been. Although summative assessment does not necessarily directly inform future learning, it does provide valuable information about how well a child has learned and how effective the consolidation of their understanding has been. Assessment of learning is mainly concerned with measurement and comparison. The school meets all statutory directives for assessment, as directed by the Department for Education.

The following summative assessments are implemented in the school:

1. Throughout the EYFS, staff assess pupils against the pupil ages and stages from Development Matters. This informs daily practice and provides a clear picture of where a child attains amongst the progression of early childhood skills and dispositions. The EYFS profile is completed at the end of the foundation stage. This details the children's progress towards the early learning goals. The Year One staff use the information completed in the profile to inform their future planning as the EYFS pupils transition into the national curriculum.
2. Year on Phonic Screening During the Summer Term
3. Key Stage one SATs

These tests are administered according to statutory arrangements during the Summer term. They:

* inform teacher assessment
* provide evidence of attainment
* provide evidence for pupil tracking
* inform target setting for Year 3 and 4
* provide evidence of value added from EYFS to end of Key Stage One
* are indicative of the end of KS2 performance
* assist in identifying target groups for intervention programmes
* fulfil a legal requirement
* inform school self evaluation in analysing the effectiveness of teaching and learning

1. Year Four Multiplication Check
2. Optional Headstart assessments in English and Maths completed at the end of each term years 1-4 and past SATs papers Years 5-6 these tests:

* Assist in identifying areas of strength and weakness within a class, and year, group
* Inform pupil tracking, targeting, grouping and planning
* Provide information for individual targets and IEPs
* Provide a measure of value added as a child progresses through the school
* In Year 4, information obtained can be indicative of performance at the end of KS2 and, as such, can be used for target setting and provision of appropriate interventions

1. Key Stage Two SATs

Administered in the summer term, these tests:

* Provide a measure of a child’s attainment at the end of Key Stage Two
* Provide information regarding progress made between Key Stage One and Key Stage Two
* Provide information regarding the success of intervention groups during Key Stage Two
* Inform the secondary transfer process
* Fulfil a legal requirement
* Inform school self evaluation in analysing the effectiveness of teaching and learning

All tests will be administered in line with statutory arrangements.

**Teacher Assessments**

Teacher assessments are formed through a mixture of formative and summative assessments. Formal teacher assessments are made for children in the Early Years using Developmental Matters. This is continued into Year 1 as appropriate. Following this, formal teacher assessments are made and recorded electronically for every child in Reading, Writing, GPS, Maths and Science on a half termly basis through established online procedures using the online assessment program, Insight Tracking. The Assessment Leader is responsible for ensuring that moderation meetings are held within school to ensure rigour and accuracy in the judgements being made. Parents are informed of children progress through Parents Evenings which occur in the Autumn and Spring term and through a formal report sent home in the summer term. In addition to this, regular information will be sent home to parents through reading logs and a half termly progress check.

Teacher assessments are informed by observing, asking questions, viewing outcomes and listening to children’s own observations. There are opportunities for teacher assessments to be moderated during shared moderation sessions in staff meetings and during PPA. Subject leaders are involved in moderation meetings across local schools to ensure school judgements are accurate. National exemplification materials are used to assist in finalising teacher assessments at the end of Key Stages. The school will be externally moderated in these assessments on occasions, in line with the LA policies for moderation.

Teacher assessments of children in foundation subjects are made and recorded as appropriate. This information is used by subject leaders to monitor the teaching and learning in their subject.

**Special Educational Needs**

The Record of Need is maintained in line with legal requirements as set out in the SEND Code of Practice and the SEND file, the LA guidance for schools on Inclusion and SEN. A staged approach is used to set targets, evaluate and review children’s progress using the assess, plan, do and review process.

Support and advice is sought from outside agencies when appropriate. These include the Educational Psychologist and the LA teams supporting SEND – the Communication Team, Behaviour Support Team, Physical Disability Team, Dyslexia Service, Visual and Hearing Impaired Services and health professionals including Speech and Language and Occupational Therapy.

The SENDCo is responsible for making any necessary referrals and for ensuring parents are consulted before referrals are made to outside agencies. As outlined in the Code of Practice, parental views and support are considered to have utmost importance.

Targets are set and reviewed three times a year with the necessary parental consultation for review of the Provision map or IBP taking place in each term.

 Provision maps and support plans are completed three times a year and reviewed within the APDR termly meeting with parents. Paper copies are produced for classroom and SENDCo use. Parents also receive a copy.

**Target Setting**

Analysis of in school assessment data is made by the Head Teacher on a half termly basis. Individual targets based on National Curriculum levels for Reading, Writing, GPS and Mathematics are set in July for each child, to be achieved by the end of the next academic year.

Intervention programmes are identified for English and Mathematics through analysis of data which is shared half termly through Pupil Progress meetings, as well as through ongoing daily analysis to address gaps and issues that become apparent. The class teachers, with support from the English and Maths subject leaders and in consultation with the SENDCo, are then responsible for ensuring that appropriate intervention programmes are implemented.

End of KS2 target setting takes place at the start of Year 6. This is based on KS1 results; progress to, and results of, Head Start Assessments and Teacher Assessments. Target setting is also completed for each of the other year groups in order to provide rigour and focus for teaching and learning by year group teachers.

Children are informed of their targets through target walls, marking and pupil conferencing. Children are encouraged to take responsibility for working towards their targets through their own use of assessment for learning techniques.

**RECORDING**

Recording needs to be on-going, manageable and useful.

Pupil’s achievements are recorded in a variety of ways:

* The EYFSP is maintained and updated termly. Summer outcomes for foundation children are recorded electronically on the school tracking system.
* Weekly class reading data generated by Accelerated Reader is distributed to teachers who then analyse and address any issues identified within the data; the Head Teacher receives whole school data for analysis
* Termly analysis of in school spelling data is compiled and analysed by the English Leader
* Achievement of objectives in Reading, Writing, GPS, Maths and Science is recorded half termly using the online assessment program, Insight Tracking. Leaders, including some governors, have broad access to the program allowing for scrutiny and analysis of data across the school
* Head Start data is recorded three times per year and recorded using head start assessment spreadsheets. These are triangulated with teacher assessment and used to ensure accurate judgements are made and progress is tracked.
* Early Years Foundation Stage Profile data, and Key Stage One and Two SATs data, is stored electronically within the School Integrated Management System (SIMS) and maintained in line with the GDPR
* ICT, RE and the foundation subjects Teacher Assessments are recorded as appropriate on the school's own system using paper tracking records. These are scrutinized by are monitored by subject leaders whilst the Curriculum and Standards leader maintains an overview of all subjects

**Marking of Children’s Work**

Effective marking of children’s work is key to informing them as to their achievements, targets and methods of improving their standard of work.

We endeavour to have a consistent marking policy within each key stage. Implementation of this marking policy has the following purposes:

* It provides children with clear feedback
* It maintains children’s self esteem and encourages them further
* It provides all staff with a clearer picture of a child’s ability
* It provides a focus for discussion with parents

Symbols and comments are used to indicate performance and to set future short-term targets for improvement. Appropriate annotation will also indicate whether the work was supported or independent. In line with the recommendations made in the White Paper, 'Educational Excellence Everywhere' (April 2016), written marking expectations have been reduced (Refer to marking policy for further detail).

**Transfer of Records**

Transfer of records takes place in July when teachers from consecutive year groups meet to discuss the children that are moving on, including Pre Schools and our EYFS teachers and Year 6 and Year 7 teachers. The records for transfer are (where appropriate):

* EYFSP
* Phonics screen results
* GL Progress Test results
* End of key stage SATs results
* Electronic teacher assessments in Reading, Writing, GPS, Maths and Science
* Read write inc results
* Any records concerning involvement from outside agencies
* Teacher notes regarding individual children
* Copies of the most recent school report
* Medical notes
* Children’s Records of achievement

See the school transfer document for a comprehensive list of records exchanged.

If a child transfers to another school during the primary phase, these records will be forwarded following confirmation of enrolment and a request from the new school.

At the end of the academic year, current English and Mathematics exercise books are handed on to the receiving teacher. These books are kept for the duration of the next year as they can be used as evidence of progress and for informing teacher assessment, both of which have a part to play in teacher's Performance Review. At the end of the academic year, teachers should check with the SLT as to whether or not they can be sent home as this is dependent on other factors such as any concerns regarding individuals or year groups, and whether Ofsted inspections are due.

**REPORTING**

Reporting not only fulfills a legal requirement but is also a vital part of our relationship with parents and the wider community, serving to support and promote our children’s learning.

Effective reporting needs to:

1. Be a whole school process
2. Provide clear communication about the achievement and effort of the child
3. Be consistent within and across year groups in order to give parents confidence that they have an objective picture of how their child is performing and progressing
4. Be in concise, appropriate language that avoids jargon and vague comments
5. Provide a clear diagnosis of children’s achievements and targets, and strategies to achieve these
6. Be manageable and useful to teachers

**Teachers Reporting To Parents**

The school operates an ‘open door’ policy that allows parents to discuss any issues with class teachers at a mutually convenient time. Effort and achievement grades are reported to parents on a half termly basis through progress checks; furthermore, parents and children are invited to attend two parents evenings during the year to discuss achievements, progress and targets. In the summer term, parents receive an annual written report of their child’s achievements for that academic year and targets for the next along with information regarding whether their child is working towards, at or working beyond ARE (Age Related Expectation). Parents of children in Year 2 and Year 6 receive their child’s National Curriculum assessments, detailing both teacher assessments and Key Stage SATs results. At the end of a key stage, parents also receive information regarding the school performance compared with national standards. At the end of the summer term, parents and children are given the opportunity to discuss the contents of the annual written report if desired.

Ongoing school successes are included in the Friday Fortnightly newsletter and publicity is used to celebrate achievements.

**Children Reporting To Parents**

Children are encouraged to attend the twice-yearly learner review with their parents. This is an opportunity for children to share their class learning with their parents, as well as their achievements and targets. At the end of the summer term, children in Year 1 to Year 6 produce their own written report that provides them with an opportunity to reflect upon their achievements, targets and thoughts about their school year. These reports are sent home with the annual written report from the child’s teacher.

**Access to Information**

All records are maintained in line with the GDPR.

Parents have a legal right to access all the information and data held on their child.

Apart from sensitive, confidential information, teachers will have full access to records and data for their current class. Access to any other information regarding progress and performance will be governed by the Head Teacher.