



## Policy Document for ASSESSMENT, RECORD KEEPING AND REPORTING

### **OVERVIEW**

This school will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It will be kept to the minimum necessary to be fit for purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

### **OBJECTIVES**

1. To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To record learners' personal and social progress and achievements.
4. To be the basis of feedback to learners and to help them set individual targets for improvement.
5. To ensure efficient and effective continuity and progression of learning across the school.
6. To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
7. To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
8. To assist in the diagnosis and identification of individual and special needs.
9. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
10. To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

### **STRATEGIES**

1. Learners' work should be regularly monitored, evaluated and reviewed. They should be given clear feedback about their strengths and areas for development.
2. Staff should discuss learners' work with them and they should be told about their progress and achievement. Fair and realistic targets for improvement should be agreed.
3. Recording should be of a positive nature and celebrate the achievements and progress made by learners.
4. Records should be clear, kept simple and easy to understand.
5. Records should include all statutory information.
6. Records should present a broadly based picture of the child, involving all positive aspects of development.
7. Records should develop a profile of the child and might include samples of work and other evidence.
8. Teachers should involve children and parents in assessment and recording as appropriate.
9. Assessment and record keeping must be kept manageable.
10. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas.
11. In the spirit of work-load reduction, assessment, record keeping and reporting should be contained within a teacher's normal working day

### **OUTCOMES**

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy and reporting policy.

## Appendix I

### Assessment Cycle

Autumn Entry	EYFS baseline assessment/ Data reporting Optional testing to secure starting points Targets identified for end of year
Pre October Half-Term	Assessment week (whole school)
Post October Half-Term	Writing Moderation Pupil progress meetings
Pre February Half-Term	Assessment week (whole school) EYFS data recorded and reported
Post February Half-Term	Writing Moderation Pupil progress meetings
KS2 SATs Week (May)	KS2 statutory assessments KS1 Statutory assessments Whole school assessments
Post SATs Week	Writing Moderation (internal/external as identified) Pupil progress meetings EYFS data recorded and reported
June	Phonics screening check week
Summer Term	EYFS summaries completed – recorded as appropriate Assessments shared with new class teacher Feedback to Headteacher/ Assessment coordinator Year 6 transition data recorded and reported

### **Ongoing Assessment Methods**

- Planning
- Marking – Daily marking reflecting on the learning objective and 'Tickled Pink' marking identifying positives and room for growth.
- Pupil profiles
- Developing our individual pupil targets
- Moderation
- Monitoring