



DIOCESE OF CHESTER

**ASTBURY ST MARY'S
CHURCH of ENGLAND PRIMARY SCHOOL**

**ASSESSMENT, RECORD
KEEPING AND REPORTING
POLICY**

**Approved for Issue
Reviewed Spring Term 2013 and then annually.**

ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

OVERVIEW

Astbury St. Mary's Church of England Primary School puts into place effective strategies for assessment and record keeping, providing a continuous record of learners' achievements and their progress.

Teachers and support staff are constantly assessing the children in their care. This is an important procedure in that it requires us to treat every child as an individual and to recognise that each child has specific individual needs. It also emphasises our concern with the development of each child as a complete person.

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.

AIMS

- Be manageable and fit for purpose.
- Provide an ongoing picture of how a child is doing each day through formative assessment.
- Allow the child to know what is expected of them and how they can succeed.
- Provide a national curriculum level and 'average points score' (APS) each term.
- Be the basis for passing on information from one class to the next to make transition smooth.
- Be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports.

We aim to cater for each child's physical, educational, social, emotional and spiritual growth according to his or her needs. This is important if we are to make suitable provision for the continuity and progression for that child as he or she passes through the school. Our policy reflects an agreed commitment on the part of each member of staff and covers the Statutory Requirements as laid down in the National Curriculum documentation which are:

- ÿ To teach the National Attainment Targets at Key Stages 1 and 2.
- ÿ To work towards the Early Learning goals for Reception.
- ÿ To track pupils' progress.
- ÿ To record children's progress.
- ÿ To report children's progress annually to parents.
- ÿ To transfer end of Key Stage 1 and 2 information.
- ÿ To be aware of children with Special Educational Needs.

IMPLEMENTATION

We assess by:

Formative assessment – ongoing teacher assessment.

This involves:

1. Use of pitch and expectations and 'steps to success'.
2. Use peer and self assessment when appropriate.
3. Observation (looking and listening).
4. Open ended questioning.
5. Information put onto paper by the child including marking.
6. Information communicated by the child to other children or adults.
7. Informal conversations.
8. Reflection.
9. Talking to parents.

10. Target setting and monitoring.

Summative assessment - testing.

This involves:

1. Using an appropriate assessment on entry in the Reception Class.
2. Year 1 phonics screening in June.
3. Using the National Tests in Year 2 and Year 6 (end of key Stage 1 and 2).
4. Optional SATs used in Year 3, 4 and 5.
5. Using APP for Writing, Reading and Numeracy each term.
6. Using Single Word Spelling Test (SWST) at the beginning and end of each Y3 – Y6.
7. Using Pearson running records for children on banded books.
8. Levelling a piece of writing at the end of each unit.

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. Learners will be able to self and peer assess based on success criteria of the lesson.
3. Staff should discuss learners' work with them and they should be told about their progress and achievement.
4. Children should be aware of their own targets and these will be communicated to parents.
5. Fair and realistic targets for improvement should be agreed.

KEEPING OF EVIDENCE

Evidence is kept in the form of:

Children's Work

This should be dated with suitable comments written by the Class Teacher. These comments are constructive and should be such that they aid future learning by making positive suggestions and link to individual targets where possible.

Children will be given the opportunities to self and peer assess his or her own work and the work of others.

Where appropriate, some work is kept in the shared p:drive.

At the end of the year books are kept for average, below average and above average in all core subjects.

Home / School Reading Record

A reading record is kept for each child.

At Key Stage 1 this 'diary' is used to maintain close links with parents and provides the opportunity for both parent and teacher to make positive comments about the progress of each child and to identify areas for mutual development.

At Key Stage 2 all children possess a Reading Record, in which dates, names of books, and comments about books read can be made by both child and teacher.

All children now have a log in for Pearson's 'Bug Club'. Books can be allocated and monitored by the class teacher.

Teachers check and sign diaries on a weekly basis.

Assessment Data Files

- Tracking Sheets are used termly to set target levels/APS scores and levels achieved.
- Cohort sheets track children year on year.
- Vulnerable groups are also monitored and tracked.
- Provision maps record interventions and the impact of such provision.
- Teachers keep a file containing data on each child in their class and pass this assessment to the child's next teacher each year.

See assessment files kept in the Head teacher's office for assessment evidence

Staff have regular staff meetings to standardise / moderate work.

APP meetings are held ½ termly for staff to moderate work.

REPORTING TO PARENTS

Reporting is carried out in the following ways:

Informal Reporting

Most parents deliver and meet their child on the school playground which enables concerns or celebration of work to be reported easily at the beginning or end of school.

Formal Reporting

Parents are welcome to see all records kept about their child (apart from Social Care Records) on consultation evenings, which occur every term, or at other times with prior notice.

Parents receive confirmation of their child's SATs results at Key Stage 1 and 2.

A written report is received by parents with the Summer Term Consultation Evening being designed to discuss this.

TRANSFER OF RECORDS

The following records and information of Year 6 children are passed to the designated High School during the Summer Term.

1. SATs results.
2. End of Year Report.
3. Individual Record Folder which includes administration information, test pamphlets and scores.
4. Medical Reports.
5. Special Needs information.

SPECIAL EDUCATIONAL NEEDS

Our assessment of children helps us to recognise those individuals with Special Educational Needs. These children are assessed against their individual targets set in their IEPs. Provision maps, P-scales and Performance Test Indicators for Value Added Target Setting (PIVATS) are used to monitor individual progress where appropriate. The education of these children is carried out in accordance with the Special Needs Policy of the School and reference should be made to this.

The policy will be reviewed February 2014.

Approved for Issue

Chairman of Governors

Date

Head teacher

Date