

# Assessment, Recording and Reporting Policy

## General Aims

- ❑ Assessment is an integral part of planning and teaching.
- ❑ Assessment should give information about the specific strengths and achievements of children.
- ❑ Assessment should inform teachers about appropriate learning opportunities.
- ❑ Assessment should develop Records of Achievement that will fulfil the school's legal responsibilities.
- ❑ Assessment should reflect all areas of individual development.

## Methods of Assessment

- ❑ Formative assessment and recording  
This involves discussion between teachers and children. It gives children awareness of purpose and direction. It helps the teacher set realistic, yet challenging targets.
- ❑ Diagnostic assessment  
This detects strengths and weaknesses. Specific action may be put in force as a result of this assessment.
- ❑ Summative assessment  
This method records and reports the current position of children in respect of the curriculum or personal development.
- ❑ Evaluative assessment  
This provides information on the effectiveness of the curriculum, resources and methods.

## Intended Outcomes

### Pupils

- ❑ Pupils should understand and be aware of their progress.
- ❑ Have needs and strengths identified and work planned accordingly.
- ❑ Be motivated by assessment.

### Teachers

- ❑ Use assessment as an integral part of their teaching planning and target setting.
- ❑ Be given time to discuss procedures and national standards (QCA Standards Reports).
- ❑ Have specific time to complete, record and report assessments.

### Documents

- ❑ These should be consistent throughout the school.
- ❑ Be manageable, purposeful, useful and informative.
- ❑ Be up to date.
- ❑ Adhere to statutory requirements.
- ❑ Be available to colleagues, parents and outside agencies.

## **Practices and Strategies**

Teacher assessment will be made using a variety of methods. Observation, questioning and marking and testing using a range of tasks, designated as appropriate. This assessment is ongoing. Subject Co-ordinators are responsible for monitoring the assessment of their subject.

The school has an assessment map which lays down set dates during the year when particular aspects of assessment are carried out. This includes target setting, summative assessments, reporting, subject audits and policy review. A copy of the current assessment map is attached to this policy statement.

SAT's are administered at the end of Key Stage 1 and Key Stage 2. Non-statutory assessments provided by the DFEE will also be administered at the end of Year 3, 4 and 5. Baseline assessment will be carried out using the new Foundation Stage profile.

## **Records**

Records of SAT's results are kept in order to inform planning, future teachers and to record the progress of children. These results are also stored on a computer database to support the school in setting targets for the future.

Teacher Assessments are also made against key objectives. The objectives are sent home at the beginning of each term and a report of progress is sent home at the end of each term. These are kept in the children's record file in the school office.

Both test results and teacher assessments are used to track pupil's progress to ensure that they are making acceptable progress year on year and expected achievement in comparison with National data. The school is looking at ways to store assessment information on a computer system.

## **Transfer of Information to Future Teachers**

Included in the transfer of information is:

- Pupil's annual report and SATs results.
- Individual pupil's records.
- Self-assessment record.
- Individual pupil portfolio.
- Special Needs file if appropriate.