

Assessment , Recording and Reporting of Progress Policy

At Tewkesbury C of E Primary School our vision is to include all whatever their abilities and needs in our aim to:

Develop the independence and self-esteem of all pupils in the moral, cultural and religious aspects of our society so that through a broad, and stimulating curriculum they will achieve their full potential and be able to lead rewarding lives in a fast-changing world.

Assessment is at the heart of a successful curriculum and a fundamental part of Teaching and Learning. It can enable children to reach their full potential and outstanding achievement, assisting teachers to shape and adapt teaching to the needs of the learner, empower learners but to be truly effective needs joined up thinking.

Formative Assessment creates a positive learning environment where children can see the next steps necessary for their own success. It also enables teachers to plan work at an appropriate level for a child's continuing progress.

Diagnostic Assessment informs the teacher of what a child can and can not do and is used to inform curriculum planning.

Summative Assessment informs teachers and parents of children's progress and attainment.

“Effective teachers are continually updating what they know about each child's progress using the information to plan the next steps with precision. “

The Children's Plan 2008.

Aims:

- To improve learning through specific, constructive, periodic feedback to teachers (parents) and children which is used to plan the child's next steps in learning.
- To ensure assessment and recording procedures meet statutory requirements to parents, governors and other agencies that might need them.
- To communicate accurate information about the children that is useful to teachers, children, parents & other educational agencies
- To measure attainment which informs whole school target setting facilitating greater accuracy in predictive targets and cohort monitoring.
- To inform the setting of individual and groups targets & success criteria; to ensure continuity & progression in children's work.

17th September 2009

- To recognise and celebrate all children's achievements.

To achieve this, through assessment practices we:

- Assess according to National Standards, EYFS or a specific lesson's success criteria.
- Undertake summative, diagnostic and formative assessments. (see Appendix 2)
- Make teacher judgments which are consistent and are moderated.
- Promote effective assessment which involves children, parents and other adults as well as the teacher.
- Employ a variety of techniques to build a picture and assess including observations, questioning (oral & written), photographs and drawings.
- Give feedback both verbal and written which is, where possible, target based.
- Demonstrate in class that as teachers, we have a commitment to ensure good practice for Assessment for Learning using a range of strategies.
- Share learning objectives, success criteria and targets with children where there are differentiated successes for each lesson.
- Involve children in the planning, setting, reviewing and self-assessment of their own and other children's targets and work regularly.
- Identify and address the needs of children who may be at risk of underachievement or in need of greater challenge.
- Ensure planning, learning and Teaching is differentiated to meet all children's needs.
- Encourage children to celebrate their own and others' achievements, self-assessment and involve them in the setting of future targets for themselves.
- Keep records and evidence which is useful and manageable.
- As class teachers, keep records of assessment which are a combination of marking in children's books, targets, ongoing progress records, information about foundation subjects and data from testing.

Monitoring

The role of the Assessment Leader is to ensure the school has a clear policy founded in the purposes of assessment and a recording policy which supports pupil's progression, informs teaching and judgments and that these policies are effectively implemented.

Policy & practice will be monitored by the Assessment Leader through consultation with the staff. The Assessment Leader and Key Stage Leaders ensure continuity across the whole school and monitor the quality of assessment.

Target Setting

Children set targets for Reading, Writing, Maths and personal targets. These are displayed in children's books, in the class room and communicated to parents.

Record Keeping

This reflects practices in monitoring and tracking children's attainment and progress.

- FSP – for FS – Y1 – electronic records kept on data tracking systems
- Individual portfolios recording teacher assessment levels and base-line assessments, SATs at Y2 & 6, reading test results (Years 2 – 6), Optional SATs (Years 3-5), Spelling Tests (Years 3-6), b
- Records of attainment are recorded in non-core areas of learning using national Curriculum level descriptors
- Marked work against success criteria in any lesson
- IEPs
- Annual Personal reports
- Class Assessment Folders which include groupings, Register of children on the SEN / More able G&T, IEPs, spelling/ phonic records, individual records of progress / targets set in maths, reading, writing & speaking & listening (links to APP), Examples of levelled writing in each portfolio & records of attainment in summative assessments.

Data

The following data will be used:

- Data on school data package will inform the compilation of class profiles
- Provision mapping
- Teacher assessment levels, targets and successes in lessons inform future planning & target setting and monitor progress
- Reading scores
- Target Setting data complemented by additional data from LEA

Reporting to Parents

Parents are welcome to contact the school at any suitable time in addition to the 3 parents' evenings a year to discuss their child and progress. Parents meetings are scheduled as follows:

Autumn - Parents discuss their child and how they have settled in.

Spring –Parents discuss their child and how they are progressing towards end of year of expectations.

Summer –Parents may request a meeting to discuss matters that may have arisen.

Safeguarding Children

The School's legal responsibility for safeguarding the welfare of children addresses child protection procedures. We have a duty to ensure that the safeguarding permeates all activities and functions. This policy complements and supports the safeguarding policy.

Related Policies:

Assessment for Learning policy

Marking policy

Reaching & learning policy

SEN policy

Equal Opportunities policy

Subject policies

17th September 2009

Multi-cultural **policy**

Appendix

Class transfer documents

Assessment Timeline

Appendix 1

Class transfer information

Please pass on the following documents to the new class teacher by the end of Term 3.

- Class assessment folder.
- Pupil assessment portfolios.
- End of Year Teacher Assessment & Test levels including ICT docs and the 6 children identified for APP in Maths, Writing assessments– up to date records
- Sports records - electronic
- Completed Hand up sheets with relevant information completed
- Phonic records / spelling records currently in use.
- High Frequency / Medium frequency records (if applicable)
- IEPs following from IEP review meetings the previous week
- Individual records of progress / targets set in maths, writing & personal that were on the reports so the teacher can follow those through
- Any child protection concerns that have been raised need to be discussed and orally handed over to the new teacher.