ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

OVERVIEW

This school will put into place effective strategies for assessment and record keeping providing a continuous record of learners’ achievements and their progress. Assessment will be both formative as children learn and summative to evaluate the gains that have been made. It will be kept to the minimum necessary to be fit for its 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. Accurate and effective assessment, record keeping and reporting will help raise standards.
2. It will chart the learner’s progress and achievement throughout the school for teachers, school leaders and parents, as well as providing accurate information at points of transition.
3. It will assess a learner’s development and progress in their work by recording his/her progress and achievements in knowledge, skills and understanding.
4. It will record learners’ personal and social progress and achievements.
5. It will be the basis of feedback to learners and to help them set individual targets for improvement and ensure teaching is effective and learning meaningful.
6. It will ensure efficient and effective continuity and progression of learning across the school.
7. It will be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
8. It will promote the greater involvement of learners and parents in assessment and the planning of both teaching and learning.
9. It will assist in the diagnosis and identification of individual and special needs.
10. It will ensure common practice throughout the school and assist in the smooth transition to other schools.
11. It will give the Headteacher and other leaders a clear picture of standards, progress and achievement, and areas for development throughout the school.

STRATEGIES

1. Assessment and record keeping must be kept manageable and to the minimum necessary to be effective.
2. Through formative, continuous assessment teachers must assess pupils’ progress, attainment and achievement in lessons and at the end of units of work. This should form the basis of constructive feedback for all learners.
3. Learners should be given the opportunity to self-assess their progress and receive feedback from their peers.
4. At appropriate points summative assessments and tests will be used to assess the gains that have been made by individual pupils and groups of pupils.
5. Pupils entering Reception will undertake a resource–based assessment (NFER), providing a starting point for measuring progress.
6. Statutory assessments will be undertaken at the end of EYFS, Phonics in Year 1 and at the end of KS1 and 2.
7. Age-appropriate optional tests (NFER) for Years 1,3,4 and 5 will be used to help standardise and monitor pupil attainment and progress at the end of the each year.
8. Assessment must be used effectively to show learners what they next need to do to improve.
9. ‘Stuck’ learners must be identified quickly and given immediate appropriate support to overcome their difficulty.
10. Assessment should be used to underpin the planning of subsequent lessons and to address any areas of underperformance.
11. Records should be clear, kept simple and easy to understand.
12. Records should include all statutory information.
13. Records should present a broadly based picture of the child, involving all positive aspects of development.
14. Teachers should involve children and parents in assessment and recording as appropriate.
15. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners’ progress and achievement in all areas based on the continuous assessment.

OUTCOMES

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning. Recording achievement recognizes 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.

**Revised and adopted by the Governing Body**