

KEMPSFORD CHURCH OF ENGLAND (VC)  
PRIMARY SCHOOL



*Quality Education Founded on Christian Values*

**ASSESSMENT, RECORDING AND REPORTING POLICY**

**1. Introduction**

At Kempford School we recognise the importance of assessment in the raising of standards and in helping every child to make progress. This assessment policy aims to ensure that:

- there is a consistent approach to assessment across the school;
- statutory and teacher assessments inform teaching and learning;
- patterns of assessment are in line with the school aim to celebrate children's achievement and raise standards;
- teaching and learning build progressively on each child's previous achievements, and provide each pupil with an appropriate level of challenge.

**2. Aims and Objectives**

The following key aims and objectives underpin the school's approach to assessment and record keeping:

- assessment, reporting and recording systems will be manageable, and will reflect significant achievements by all pupils in National Curriculum subjects and Religious Education. The recording systems will be concise and accurate;
- assessment and record keeping will compliment the process of teaching for learning;
- assessment and record keeping will be used to inform reports for parents, and to inform other teachers at transfer within school or to another establishment;
- assessment and record keeping will be acted upon by teachers and used to inform lesson planning;
- quality and suitability of assessments and records will be monitored and reviewed;

**3. Assessment**

Evidence of pupil attainment will be gathered in several ways, including:

- the use of teacher assessment based on the daily and informal observation of pupils at work - not all teacher observations will be recorded. TA's aid with the recording of assessments;
- the use of planned assessment opportunities with teacher and TA;

- the marking of written work with comments (which reflect the learning objective) to encourage the pupils;
- the active involvement of children in the process of self-assessment through regular and consistent use of Assessment for Learning (AfL) strategies;
- the use of regular reading records with younger pupils and those pupils with special needs. In addition home records will be used with older pupils;
- the use of baseline assessment for reception children;
- the use of standard assessments for Key Stage 1 and Key Stage 2 pupils at the end of each Key Stage;
- the use of the APP evidence for all KS1 and KS2 children to inform ARE
- the use of standardised tests to inform ARE
- the use of photographs, video and recordings of pupils work;
- the monitoring of standards by the Senior Leadership Team, including portfolios of work in curriculum areas across the school to maintain standards in line with National examples,
- discussions within 'Pupil Progress' meetings;
- discussions with a child during 'Pupil Conferencing'.

All teachers will assess in line with the Assessment Cycle which is reviewed annually. All data is used to inform Pupil Progress meetings and is shared with the SLT.

#### **4. Recording**

##### Teacher Records and Pupil Achievement Books

Staff will record children's progress during the year. This may include results of class tests – tables, spellings, etc. and notes on significant achievements by the children. Staff will record results of assessments in National Curriculum subjects and R.E. Other information may be recorded where the teacher feels that this will inform teaching and learning. This data will be formally used to track progress in Maths and English at the end of each term.

Significant information on attainment and progress (SATs results, Reading Ages, etc.) will be recorded on a database. Staff will maintain a year group/class cohort file to include information for each year group. This will contain group records of assessments.

#### **5. Reporting**

At Kempsford Primary School all parents will receive a written report on their child's progress. These reports will be in line with statutory requirements. They are issued near the end of the Summer Term and parents have the opportunity to discuss the contents of the report with the class teacher. Each report will contain:

- brief particulars of the child's attainment and progress in each subject, including Religious Education;
- an indication whether the child is working at ARE or towards ARE
- brief outline of how a child learns;
- the setting of targets to be achieved in the following year (academic/ social/ behavioural etc);
- details of the arrangements under which a parent may discuss the report with the school; online reporting of assessments via SPTO, parent Login.

- relevant National Curriculum test results for Years 2 and 6 as laid down in the Assessment Order for each Key Stage, along with comparative information about the levels of attainment in N.C. tests both in the school and nationally;
- a summary of the child's attendance.

Online reporting is completed in Term 3. Parents receive a login and can see details of the objectives that their child has achieved. In line with the Learning Journeys, parents are informed of areas for development.

In addition it is the school policy that reports are positive in tone, jargon-free, and cover the full range of subjects and extra-curricular activities. Parents have an opportunity to discuss their child's current attainment and progress at Parent Consultation Evenings, which are held at the start of Term 2 (Autumn) and Term 4 (Spring) and an open evening in Term 6

## **6. Links with other areas**

The assessment policy will link with, and be supported by developments in other areas of school life including:

- strengthening of the role of the Subject Leaders;
- use of ICT in recording and analysing pupil attainment and progress;
- agreed emphasis on differentiation as a key element in teachers' plans;
- procedures for the induction of new staff;
- provision of written formal reports for parents;
- implementation of the policy for pupils with Special Educational Needs;
- implementation of the policy for Gifted and Talented pupils;
- use of cross phase discussions to identify pupils with particular strengths or learning difficulties, including the procedures for transfers to other schools.

## **7. Professional Development of Staff**

The assessment co-ordinator will implement the policy for staff development throughout the school and will:

- identify assessment training needs on an annual basis, in line with the School Development Plan;
- keep all staff informed of the opportunities for professional development;
- discuss with all staff and the co-head teachers ways in which assessment training needs can be met;
- ensure that I.C.T. is used wherever possible to support the whole school assessment programme.

It is school policy to make available to the assessment co-ordinator a degree of non-contact time, in accordance with the school budget and the improvement plan. Its purpose will be for the monitoring of policy implementation and to support professional development. Professional development opportunities will be made available to all staff where relevant. Development opportunities will be linked to aspects of the School Development Plan; all courses, training and materials will be subject to best value principles and will be evaluated in terms of impact at school level.

## 8. Review

This policy was drawn up by the assessment co-ordinator, working in consultation with the staff. Its implementation is seen as the responsibility of all staff, including TA's. Its use and effectiveness will be supported and monitored by the assessment co-ordinator.

The assessment co-ordinator will:

- review the pattern of assessment annually with all staff to ensure that it remains relevant and that it is maintained;
- regularly look at the assessment records of all teachers to ensure that the policy is being implemented during Pupil Progress meetings;
- will monitor the cohort files termly;
- actively promote the use of I.C.T. databases in the recording and analysis of pupil attainment and progress;
- look for patterns of progress, or lack of progress, in groups of children and bring these to the attention of all staff;
- ensure the achievement of the pupils is recognised and celebrated;
- consider the school results in National Tests in comparison with similar schools and with the National results and bring any significant findings to the attention of the staff;
- ensure that the National Testing procedures are undertaken in the required manner within the correct timescale - having due regard for the issues of confidentiality.

This policy will be reviewed in accordance with the School development Plan

March 2004

January 2012

January 2013

September 2014

September 2015

September 2016

September 2017

Other documents to compliment this policy:

- Health and Safety
- Teaching for Learning
- Assessment, Recording and Report Writing.
- S.E.N & Gifted and Talented
- Equal Opportunities
- Master Data Assessment Cycle

