

St Bernadette's Catholic Primary School



Assessment, Recording and Reporting Policy

Introduction

The Mission for St Bernadette's Catholic Primary School is

“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”

Therefore the full implementation of our Assessment, Recording & Reporting Policy plays an important part in enabling us to strive towards achieving this mission for all the children in our care.

Assessment

This policy statement is concerned with the achievement and performance of all pupils at St Bernadette's Catholic Primary School. Children are able to achieve to their full potential when they have produced work which matches what they are capable of doing. Assessment for learning enables teachers to plan effectively and monitor whether pupils are doing as well as they can. We believe that assessment is integral to this process. We believe that assessment is a continuous process, with coherence and progression; it is central to curriculum planning, and the organisation of the delivery of effective teaching to ensure effective learning by all pupils.

At St Bernadette's we believe that assessment of achievement should take account of:

- How much progress pupils make from one stage to the next, taking account of value added data;
- How well in the Foundation Stage of learning pupils are progressing towards the Early Learning Goals;
- In Key Stages 1 and 2 – the progress pupils make in relation to National Curriculum standards (giving due weight to English, Mathematics, Science, Computing and RE), the locally agreed syllabus and any assessment objectives.
- Any differences noted in different subjects or areas of the curriculum;

- The achievement of pupils of different capabilities, especially those with SEND;
- The relative achievement of boys and girls, pupils from different ethnic backgrounds and those whose first language is not English.

Underpin the framework of the curriculum by:

- Making use of a variety of methods, chosen by “fitness for purpose”;
- Being consistent, valid and reliable;
- Being based on explicit criteria shared by teacher and pupils;
- Complementing and informing teaching and learning.

Support effective teaching by:

- Looking forward (formative and diagnostic);
- Looking backward (evaluative and summative).

Support effective learning by:

- Sharing aims, objectives and criteria for assessment with pupils;
- Being expressed in terms understood by pupils;
- Accentuating the positive and celebrating success across and beyond the statutory requirement of the National Curriculum;
- Supporting pupils in reviewing their experiences, identifying their strengths and weaknesses to enable them to make decisions and plan future action;
- Assisting pupils to recognise, articulate and value their achievements;
- Helping pupils to develop the skills necessary for self-assessment, evaluation and independence in their learning.

We believe that assessment should not be marginal and additional to the curriculum, but central to its learning purposes, regardless of subject or the age and ability of the pupils.

Aims and objectives

For the **pupils** in our school the aims and objectives of assessment are to provide assessment strategies which:

- Accurately identify and track the progress of our pupils;
- Highlight strengths and difficulties together with strategies to manage them;
- Raise the expectations of success and celebrates a broad range of achievements;
- Provide reliable and credible information to support progression in learning;
- Motivate and actively involves pupils in review and target setting.

For the **teachers** in our school the aims and objectives of assessment are to provide assessment and recording procedures which:

- Are based on clear and shared criteria;
- Are manageable, sustainable, consistent and useful;
- Meet statutory requirements;
- Support quality teaching and learning
- Yield reliable and valid assessment data.

For the **parents** of the pupils in our school the aims and objectives of assessment are to provide assessment and reporting practices which:

- Highlight their child's success and progress;
- Identify weaknesses and explain how they will be addressed;
- Provide them with opportunities to review and discuss their child's achievements;
- Involve them in helping to meet learning targets;
- Ensure that information about their child is detailed, specific and easy to understand.

For the **Headteacher** and **Governors** of our school the aims and objectives of assessment are to provide information that allows them to make judgements about the effectiveness of the school and plan for future improvement.

All who share the school's Mission contribute to the realisation of its aims.

As a school we recognise that assessment should be a positive experience and, therefore it must be sensitive to different ages, abilities and to those with particular learning difficulties, allowing equal opportunities for all.

We also recognise that assessment can be used for a variety of purposes, all of which can be effectively planned for.

Forms of Assessment

These may be:

Formative:	Showing what children know, understand, and can do. It provides pupils and teachers with important feedback. This informs next teaching and learning steps.
Diagnostic:	Identifying particular strengths and weaknesses. Primarily used for individual children, it enables the teacher to support learning by changing support/resources.
Summative:	At the end of a unit of work. At the end of a Key Stage It summarises attainment at a particular time.
Evaluative:	Showing how effectively different elements of the curriculum have been delivered and where modification may be necessary. Can be

used by an individual teacher or by the school as a whole as part of monitoring procedures.

How do we assess?

Many people are interested in, and have a right to information concerning the results of assessment. If assessment is to be suitable for these purposes and fulfil these principles, we believe that it must include a variety of forms and contexts to be of value.

Informal Assessment

Informal assessment will include:

- Observation of the child in all aspects of work and play;
- Listening to each child;
- Discussion between teacher and child;
- Marking pieces of work (see Marking Policy);
- Informal tests, i.e. spelling or tables tests, carried out by individual teachers as the need arises.

Formal Assessment

Formal assessment will include:

- Baseline assessment in Reception.
- Year group tests (Years 1, 2, 3, 4 and 5).
- Statutory tests at the end of Key Stage 1 and Key Stage 2
- Lancashire KS1 & KS2 Tracker system.

We believe that if our system of assessment is to be meaningful:

- It must be linked to the National Curriculum to enable us to provide continuity and progression throughout the whole curriculum.
- The criteria for assessment will match both the key and specific learning objectives and will be indicated as assessment opportunities in the medium and short term plans.
- Teachers and pupils must understand the criteria by which it takes place.
- There must be evidence of consistency in teacher assessment.

Ensuring consistency in teacher assessment

We believe it is important, as teachers, to establish a common understanding about standards of children's work.

This is achieved by:

Consistency of procedures

This involves an understanding of the purposes of assessment and an agreement about when and how we assess and how assessments will be used in planning. This ensures fair and accurate assessments.

Consistency of standards

This involves discussing and reaching agreement (moderating) on what constitutes evidence of attainment. This ensures the requirements for each year group are the same.

Consistency of interpretation

This involves developing a shared understanding of standards in the National Curriculum, so that standards can be applied consistently when a summative judgement is made at the end of Key Stage.

Ways in which we aim to develop a shared understanding of assessments include:

- Discussion of Exemplification of Standards booklets.
- Staff discussion about year expectation descriptors and assessment opportunities.
- Discussion of overall judgements about the work of individual pupils.
- Attendance at moderation meetings by subject and Key Stage Leaders.
- Collection of samples of pupil's work for discussion.
- In-house moderating meetings by subject leaders.
- Comparison of samples of pupil's work from a range of contexts relating to particular year expectation descriptors.
- Development of subject portfolios by subject leaders which demonstrate agreed standards.

We recognise that the focus of this document is upon the assessment of academic achievement. In order to promote pupils all round development, as encompassed in our Mission Statement and School Aims, on-going informal assessment of pupils social skills and behaviour is continually monitored (see PSHE, Pastoral and Discipline and Special Needs Policies).

Planning

At St Bernadette's we believe effective planning is the key to effective assessment and recording. (See Curriculum Policy Statement)

We aim to plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. As a staff we strive to ensure that all tasks

set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson, and the assessment opportunities of the identified learning objective.

We note those children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. Thus assessment has a direct influence on planning the objectives for the next stages of learning.

Target setting

We set targets in Mathematics and English (Reading and Writing) for all our children during each academic year. We review the progress of each child at the end of each term and the end of the academic year. Pupils in Key Stage 2 and especially upper Key Stage 2 share in self-evaluation and the setting of their pupil targets.

Recording Legal requirements

Currently these require the school:

- To keep a curricular record on every registered pupil, that is "a formal record of a pupil's academic achievements, his other skills and abilities and his progress in school".
- There must be a written comment, updated at least annually, on each separate core and foundation subject plus RE. A general comment on progress should also be included. Parents have a right of access to this information.

Additional evidence should include:

For special education needs, school support plans and staged assessments as promoted in the SEND Policy Statement.

Why do we record?

- as an aid to memory
- to monitor progress
- to recognise achievement
- to note strengths and weaknesses
- to document evidence
- to inform planning
- as a basis for reporting.

What needs to be recorded?

- Particulars of a child's achievements in subjects and activities studied as part of the National Curriculum.
- Progress in relation to attainment targets.
- Strengths and weaknesses.
- Achievements beyond the National Curriculum.
- Personal and social qualities and achievements.
- Interests.

We believe it is necessary to record positively those aspects of assessment which will ensure a child is progressing in all areas of the curriculum.

How do we record the assessment of specific learning outcomes?

We believe that teachers record assessment in many different ways. We value the autonomy and professionalism of the teaching staff and therefore decisions about how to record assessment at this stage is left to the individual teacher. We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record only information that affects future learning.

Methods used for recording assessment of specific learning outcomes may include:

- Tick lists.
- Informal notes.
- Knowledge retained by the teacher.

How do we record the assessment of key learning objectives?

We plan our lessons with clear learning objectives, pupils in Key Stage 2 record the DLO. On our planning/assessment sheet we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

Tracking pupils' progress

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum year group expectations. Each teacher passes this information on to the next teacher at the end of each year. This allows us to monitor the progress of each child from year to year and to set appropriate targets.

At the end of each term teachers will make summative assessments for the attainment of each child in English (Reading & Writing), Mathematics and RE against their year group expectations. They will be assessed as either OnTrack or Below using the Lancashire Tracker system. In addition to this the attainment of sub groups, (Boys, Girls, Special Needs, Pupil Premium, Gifted, Talented & Able and English as an additional language) will also be assessed and evaluated.

At the end of the Summer term the attainment of the foundation subjects for individual pupils and sub groups is also assessed and evaluated.

These assessments and evaluations will provide the class teacher, subject leader and senior management with the necessary information determine areas/sub groups for improvement which will inform future provision and improvement planning.

Records of achievement

Individual Records of Achievement are built up for each child. They will consist of pieces of evidence, from Maths, English and Science and will be collected at the end of each term. This should provide a guide to the pupil's level of working and is passed on to the next teacher at the end of the school year. The Record of Achievement, however, not only includes evidence of a child's abilities in an academic sense but also gives details of personal and social achievements both within and outside the school. We believe the children should be involved in choosing those items of which they are justifiably proud to be included in this record. A receiving teacher sharing a Record of Achievement with a child is able to gain insight not only about attainment and achievement but most important, attitude.

Collection of evidence of work

In the core subjects, which includes RE, books are collected each term for moderation. Moderation will include a range of attainment based on teacher assessment. These books are used for in-house and external moderating meetings.

In addition, each term, subject leaders conduct a book scrutiny to highlight the strengths and areas for development in their area. In the spring term we focus on the subjects where evidence may be in different formats, for example, photographs in PE.

In the summer term teachers have the opportunity to share some of their observations about pupil's progress. This allows us as a school to collectively address issues of continuity and ensure smoother progression.

Records of Statutory and Optional Assessment

Records of End of Key Stage results for Year 6 and Key Stage teacher assessment for Year 2 and Year 6 will be included in the pupil profiles as will the results of Baseline and optional tests used by the school for tracking pupil attainment.

Personal and Social Information

These are confidential records kept for each individual pupil. They are updated as appropriate and contain information on the following:

- **Attendance.**
- **Medical conditions:** Comments are made upon medical conditions to which the school has been alerted by either a Health Professional or the child's parent or guardian. Responses needed by the school should be indicated.
- **Welfare:** Comments are only made upon information relating to the child's welfare about which the school has been informed by either the child's parent or guardian and/or a statutory agency.

Special Educational Needs

(See SEND Policy for details of records to be kept for children who have statements or school support plans).

Reporting

Why and to whom do we report information?

At St Bernadette's School we believe that anyone who is involved with a pupil's education has the right to be informed of his/her progress. It is essential that the pupil is part of this process. It is hoped that successful reporting to pupils, fellow teachers, parents/guardians and other relevant bodies will maintain good communication and provide a positive understanding for all involved.

Forms of reporting

Informal Reporting:

- Reporting to the pupil, by providing feedback is an essential part of their education. This form of reporting is carried out constantly in the classroom through conversation and written comments in pupil's books.
- We encourage parents/guardians to contact the school if they have queries or concerns about any aspect of their child's progress.

Formal Reporting:

- Two parents' evenings are held each academic year; one during the Autumn term and one during the Spring term.

- An Achievement Report is sent home to each parent at the end of the Autumn and Spring term to report on each pupil's achievement and effort in RE, English (Reading & Writing) and Maths. Parents are given the opportunity to discuss this report with the class teacher.
- A formal report is sent home in the Summer term reporting on pupil's progress in the core and foundation subjects and general progress. Parents are given the opportunity on the report to comment on their child's progress.
- When the statutory tests are carried out at the end of a Key Stage, all relevant bodies will be informed of the results and other statutory information. Parents of pupils in Year 6 will be informed of their child's results, comparative school results and comparative national results from the previous year.
- Induction for parents and pupils new to the Reception Class is held annually. Induction covers issues relating to reading, writing and the expectations of the school.
- Parents of pupils in Reception Class are offered the opportunity to discuss the results of the Baseline Assessment with their child's teacher at the Autumn open evening.
- On occasions throughout the academic year it is necessary to provide parents/guardians with useful or important information
- Any other information is communicated by letter (or email) and sent home with the children.

Reports should:

- Be based on the assessment and recording processes;
- Summarise attainment;
- Highlight particular achievements together with any particular weaknesses possibly expressed as targets for development;
- Inform and target future learning needs;
- Be written in positive, constructive and appropriate language;
- Be manageable.

Monitoring and review

The assessment co-ordinator, together with the Headteacher is responsible for monitoring the implementation of this policy.