



# Fritchley CE (Aided) Primary School

## Assessment, Recording and Reporting Policy

### 1 Introduction

- 1.1 We believe that effective assessment provides information to improve learning and teaching, to maximise the full potential of each child in our care. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We record learning outcomes in a variety of ways dependent on the type of assessment used. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### 2 Aims and objectives

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to monitor through consistent recording and analysis of data to maximise achievement;
- to develop a sense of achievement and raise self-esteem.
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### 3. Planning for assessment

An assessment calendar has been established to ensure continuous assessment throughout the year.

- 3.1 We use our school's curriculum map to guide our teaching.
- 3.2 We use the National Curriculum Early Years Foundation Stage Profile to support our teaching. We use the assessment guidance in these to help us identify each child's level of attainment.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. 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. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

### 4 Use of Assessments

#### 4.1 Summative Assessments:

Standardised assessments give a perspective of academic ability, set against national expectations. The resulting data enables the school to monitor and address teaching and learning issues and apply intervention strategies where necessary.

- Renewed Early Years Foundation Stage Profile Tracker (6 times a year for FS2; 3 times for FS1, and baseline)
- Year 1 Phonics Screening assessment (June)
- Year 2 Teacher Assessments (April/May)
- Year 6 Standard Assessment Tests (May)
- Year 1, 2, 3, 4, 5, 6 Teacher Assessments (half termly)
- Reading, Writing and Numeracy Teacher Assessments (half termly)
- Science assessment (half termly)

#### 4.2 Formative Assessment

Regular assessments of learning outcomes record attainment of children in particular aspects of work.

- Spelling tests
- Times table tests
- Science assessments
- Grammar assessments

## **5 Special Educational Needs Provision**

- 5.1** Assessment for the provision of SEN is derived from the school assessment process, with extra diagnostic assessment to monitor needs and progress. Records of each child's progress are kept in the on the school's data tracker (see Inclusion & SEND Policy).

## **6 More Able Children**

We also ensure that those whose ability is greater than a large majority of the class should be able to develop to their full potential through identification of attainment and targeting future learning. The needs of more-able children will also be taken into account when planning the curriculum, with differentiation designed to provide appropriate challenges (see Gifted & Talented Policy).

## **7 Recording**

- 7.1** We plan our lessons with clear learning objectives. We use our annotated lesson plans as a record of progress measured against learning objectives and on the assessment sheets for each child. Each half term we record progress on the school's data tracker, which is reported to the headteacher.
- 7.2** We record summative data at pupil progress meetings and monitor the progress of each child.

## **8 Reporting to parents**

- 8.1** We have a range of strategies that keep parents informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 8.2** Parent consultation evenings are held during the autumn and spring term. An informal consultation opportunity will be offered during the summer term to view children's work, to discuss progress and the end of year report based on the Early Years Foundation Stage Profile, National Strategies and National Curriculum.

## **9 Feedback to pupils**

- 9.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking to ensure consistency in feedback (see Marking policy).
- 9.2** We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.
- 9.3** We allow time for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.