



## **Assessment, Recording and Reporting Policy**

<b>UN Convention on the Rights of the Child</b>	
Article 28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

At Cranford Park we are committed to every aspect of children’s development including academic, spiritual, moral, social and cultural. As part of this commitment we are constantly assessing the needs of the children in our care in order to move them onto the next phase of their development. This assessment policy seeks to outline some of the ways in which assessment of our children takes place. Information gained will be used to inform planning and to build on prior learning with a view to enabling all children to reach their full potential.

### The Purpose of Assessment

The Assessment arrangements at Cranford Park Primary School must ensure sensitive and thorough diagnostic and formative teacher assessment. The Assessment arrangements should produce easily intelligible summative information about each child’s progress and groups of pupils who may be part of a vulnerable group. The information will be available to persons with parental responsibility and all others involved in the child’s well-being and development. The Assessment arrangements will also provide evaluative information about the performance of the school to support target setting.

### Our Principles

The Assessment arrangement will

- Be an integral part of teaching and learning, based on our policy for Teaching & Learning.
- Build motivation through encouraging feelings of success
- Form the basis for discussion between teacher and pupil and parents
- Assist in the evaluation of children’s strengths and weaknesses
- Identify the next step in the child’s learning
- Provide information for pupils
- Be undertaken in accordance with the school policy and agreed criteria

For each group within the school our assessment aims are as follows:

#### Pupils

- Motivating pupils
- Celebrating achievement

- Identifying next steps in learning
- Participation in target setting

#### Parents

- Demonstrating progress in learning
- Sharing targets
- Sharing attainment related to expectations for the age of pupil
- Supporting parents in helping their child with the learning process

#### Teachers

- Assessing learning outcomes
- Informing future planning and target setting
- Establishing whether pupils, including those with IEPs, are meeting their learning targets.

#### School Leaders

- Analysing the progress and attainment of cohorts of pupils
- Establishing whether the school is on track to meet targets
- Identifying school improvement priorities

#### Practices

We hope to achieve this by

- Involving pupils in planning their own assessment where appropriate, through discussion
- Agreeing standards and keeping evidence in the form of subject portfolios to support teacher assessment and consistent judgments.
- Carrying out appropriate forms of assessment on a regular basis to facilitate pupil development and close the attainment gap.

#### **Summary of Assessment and Recording Practices**

	<b>Purpose and Guidance Notes</b>	<b>Evidence</b>
Day to day assessments  Annotating schemes of work, weekly and individual lesson plans	<ul style="list-style-type: none"> <li>• To identify pupils who achieve outcomes and those who significantly achieve above or below expected outcomes</li> <li>• Teacher's own notes</li> </ul>	Planning evaluation Literacy guided reading / writing focus groups Questioning Plenaries
Marking – comments on pupil's work (oral or written)	<ul style="list-style-type: none"> <li>• See Marking Policy</li> </ul>	Exercise books Detailed marking foci Subject portfolios
Pupils' self assessment	<ul style="list-style-type: none"> <li>• Provide opportunities to involve pupils in the learning process</li> <li>• Individual / pairs / groups</li> <li>• Written or oral</li> </ul>	Pupil discussions Pupil / Teacher discussions Exercise books with targets set Class display of targets

		Year end report comments
Parent consultations	<ul style="list-style-type: none"> <li>• Summary of pupils strengths and weaknesses</li> <li>• Sharing of learning targets</li> <li>• IEP targets shared</li> <li>• Home reading and other tasks set and commented on by parent</li> </ul>	Parent consultation notes Target sheets IEPs Home school reading records
Using record/mark books	<ul style="list-style-type: none"> <li>• Ongoing results recorded</li> </ul>	Weekly spelling / High frequency word work/ multiplication test results
Formal Testing Target Setting	<ul style="list-style-type: none"> <li>• Foundation Stage Profile</li> <li>• End of key stage SATs</li> <li>• Record Teacher assessments</li> <li>• Record QCA end of year tests</li> <li>• End of year Targets</li> </ul>	Progress recording file Assessment manager-tracking system
Individual subject assessment	<ul style="list-style-type: none"> <li>• Reflect key aspects of each pupils attainment within a unit of work, across a term, throughout a year</li> <li>• Assessed in relation to key learning objectives identifies within subject manager's schemes of work / planners</li> <li>• Note pupils who achieve above or below the expected outcomes of a task</li> </ul>	Ongoing subject records Assessment grids
Individual Education Plans	<ul style="list-style-type: none"> <li>• To set short manageable targets for future improvement.</li> <li>• Motivation of pupils</li> <li>• Communication between pupil/ teacher/LSA/parent.</li> </ul>	IEPs
Annual Reports	<ul style="list-style-type: none"> <li>• Summary of pupil's progress in relation to national expectations</li> <li>• Analysis of pupil's strengths and weaknesses</li> <li>• Future targets set for improvement</li> <li>• At end of the Foundation Stage – pupil's assessment results</li> </ul>	Individual pupil reports Parent comment sheets

	<ul style="list-style-type: none"> <li>• At end of key stage 1 and 2 – statutory tasks and tests and teacher assessment results</li> <li>• Communicate information to parents</li> </ul>	
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Data from all of these assessments will be collated and monitored by subject managers and senior management. Appropriate interventions will be made to ensure that children's progress is maintained. Data on all children in English and mathematics will be kept on the school's tracking system, which will be updated termly.

An assessment timetable has been developed for all staff.

### Reporting to Parents

We achieve this by

- Regular oral and written communication on an informal basis through for example homework diaries and reading records.
- Information letter to introduce parents to new class teacher and the expectations for the children in their new year group.
- Regular parent evenings
- Presenting an annual written report
- Individual education plans shared with parents and discussed at parents evening for children with SEN.

### Transfer of information

We hope to achieve this by

- Forwarding records and liaising with schools, before and at the point of transfer, in order to ensure continuity of learning
- Passing on detailed information of children who transfer to a new class or school (CTF)

Transfer to next school will need

- Electronic transfer file (CTF).
- Contents of the Pupil Folder
- SEN information

## Guidelines

### Aims of Class Assessment Folder

- Track progress over time in all subjects
- Inform further planning & set targets for development
- Form the basis for discussion with parents and pupils on Parents' Evening
- Form the basis for report writing
- Support continuity on transfer within the school
- Be a working document

### Contained in Class Assessment Folder

- Class subject assessments

- Pupil test results (tables, spellings etc.)
- SATs, QCA interim tests and mid-term assessments
- Current IEP or Group IEP for SEN children / vulnerable children.
- Numeracy key objectives
- Any other relevant information for each child
- Page per pupil to include information which may support reporting to parents
- **In separate file** pupil targets

Contained in Pupil folder (held in office filing cabinet) will be

- School admission record
- Child admission form
- Previous reports (including music instrumental reports, SEN etc.)
- Previous IEPs
- Any other information connected with a statement
- SATs results sheet
- Foundation Stage Profile/Baseline
- Letters from parents and professional bodies

#### Subject portfolio

Compiling subject portfolios will be an ongoing process to provide examples of children's work at different levels.

Using assessment activities or samples of work from pupils' books, teachers will select work for moderation.

*The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*

Policy date: January 2014

Review date: January 2017