

Grimsargh St Michael's C of E Primary School  
Assessment, Recording and Reporting Policy

'Let your light shine' Matthew 5:16

Whole School Approach

**Principles**

Promoting children's learning is a principle aim of schools. Assessment lies at the heart of this process. It can provide a framework in which the educational objectives can be set and pupils' progress chartered and expressed. It can yield a basis for the next step in response to children's needs...it should be an integral part of the educational process, continually providing "feedback" and "feed forward".

**Aims**

Assessment is integral to learning and teaching. It should be a continuous process, with coherence and progression; it is central to curriculum planning. Assessment should:

- i. Underpin the framework of the curriculum by  
being consistent, valid and reliable  
being based on explicit criteria shared by teacher and pupils  
complementing and informing rather than interrupting learning and teaching.

**ii. Support effective learning by**

Sharing the learning intention and success criteria with pupils  
Being expressed in terms understood by pupils  
Accentuating the positive and celebrating success of effort  
Supporting pupils in reviewing their experiences, identifying their strengths and weaknesses to enable them to make decisions and plan future action.  
This includes being involved in setting and reviewing their personal and class half-termly targets.  
Helping pupils to develop the skills necessary for self-assessment, evaluation and self management.

**iii. Support effective teaching by**

Looking forward (formative and diagnostic)  
Looking backward (evaluative and summative)

In summary the purposes of assessment are:

**Formative-** showing what pupils know, understand and can do. This informs next learning/teaching steps and is used to help teachers with their planning and to help pupils work towards learning targets.

**Diagnostic-** identifying particular strengths and weaknesses. This is used primarily for individual pupils and enables the teacher to support learning by changing support resources.

**Summative-** at the end of key stage and units of work where applicable. This fulfils a summarising function, summing up attainment at a particular time.

## Planning

(See Learning and Teaching Policy)

## Teaching Strategies and Learning Opportunities (Assessment for Learning)

(See Learning and Teaching Policy)

## Evidence of Learning

Teachers assess children in three broad ways:

*by observation*

*by discussion*

*by looking at hard evidence*

Teacher assessments are made continuously in a range of ways including for example, observation, listening, discussing work, marking and occasional assessment task or test activities. It is neither desirable nor necessary to attempt to record all these assessments. Children progress with the key objectives in English, Maths and Science AT1 are recorded.

## Subject Portfolios

Co-ordinators are responsible for gathering evidence in their subjects for their subject portfolio files. This work is to show the progression of knowledge and skills in the curriculum subjects.

## Class Portfolios

Class teachers can collect work throughout the year in the curriculum subjects to use as evidence towards their performance management if needed. These are not compulsory at Grimsargh St Michael's.

## Assessment

### Ongoing Formative Assessment

These ongoing assessments of teachers help them to pitch work appropriately to maximise children's progress. The purpose of these kind of assessments is to provide immediate feedback to the teacher and to the children on their performance and then for teacher to plan the next steps of learning.

### Summative Assessment

There are occasions during the year when the teacher or SENCO may want to see how the child performs in a totally unaided situation. For example: **Norm-referenced assessment.** The child is judged against a test which compares performance with that of the rest of the wider population of that age (e.g. PIPs, GRT II Analysis of reading).

**Criterion-referenced assessment.** The reference here is to a particular area of knowledge or skill. The child's individual performance is judged against a mark scheme/criteria (e.g. testing against National Curriculum criteria, end of Key Stage Assessments).

### Early Year Foundation Stage Profile

All children in Reception are assessed using the Early Years Profile. They are recorded as having achieved, exceeded or not achieved the expected level of development.

### End of Key Stage One Assessment

The year 2 teacher is responsible for administering the assessments around May. The teacher follows the government guidance for the year and uses a mixture of tests and teacher assessment. Evidence of work must be kept. This will include work undertaken in class. A mixture of tests and teacher assessments are used. Marks do not have to be sent to parents but the end of Year 2 report will reflect on current level of understanding and targets to work upon. These results are used in the school's tracking format.

### School Tests Y3, Y4, Y5

The class teachers in Year 3, Year 4 and Year 5 are responsible for administering and marking school tests in Maths and English. A timetable of the test week is provided by the Assessment Subject Leader. Children who are unable to take the tests independently are given support in line with current procedures or complete a test that matches their ability. These results are used in the school's tracking format. Commercially produced materials may be used to guide teacher judgement.

### End of Key Stage 2 Assessment

These are statutory tests that are administered by us for the government. The Year 6 teacher is responsible alongside the Head teacher and Deputy Head teacher for the assessment arrangements for Year 6 pupils. Pupils in Year 6 are well prepared for their tests. The Head teacher (or another qualified teacher) supports the class with revision and Booster classes. The children are identified for this group by looking at the tracking formats up to Year 5. The end of Key Stage 2 test results are used in the school's tracking format and passed on to the High Schools.

The Assessment Leader is responsible for

- analysing the results of all data although individual teachers and subject-leaders in English and Maths are encouraged to partake in the analysis
- Overseeing the input of data
- Feeding back the findings to staff and governors.
- The setting of areas for development in each year group in regards to English and Maths and reviewing the impact in respect of analysis.

In addition to the weekly assessments, discussions with pupils, marking, short weekly tests etc, the school uses the following tests to monitor progress.			
Year	Tests	When	Used for
Reception	Early years Profile	Throughout the year (PiPs on entry and end of year)	Diagnostic purposes Tracking more able achievers
Year 1	NFER Reading age Test	November	Diagnostic purposes Tracking
	Phonics test	June	

	NFER Reading and Mathematics test	Summer term	
Year 2	NFER Reading age test	November June	As above
	NFER Reading and mathematics tests	Autumn Term	
	End of KS1 tests	Summer Term	
Year 3	NFER Reading Test	November June	As above
	NFER Reading, mathematics and SPAG tests	Termly	
Year 4	NFER Reading age Test	November June	As above
	NFER Reading, mathematics and SPAG tests	Termly	As above
Year 5	NFER Reading Test	November and June	As above
	NFER Reading, mathematics and SPAG tests	Termly	
Year 6	NFER Reading Test	November and June	As above
	End of KS2 statutory tests	Summer Term 1	

### **Marking and Feedback**

See the marking and feedback policy

### **Recording**

Formal records that are kept at Grimsargh St. Michael's include a child's Early Years Profile, yearly reports and end of KS1 tests/marks. The tracking format holds numerical data. These are kept in the Head Teacher's office and on the server.

Teachers keep their own records on how a child is progressing by making evaluations on short term plans and keeping test results. These are to inform the teacher only. These records are used to inform future planning. The only records passed onto the next teacher are the child's end of year report, assessed key objectives in Maths, English and Science AT1 along with the Guided Writing and Guided Reading Records (including texts used).

## **Reporting**

There are two parent's consultation meetings, one in the autumn term and one in the spring term. Written reports to parents are produced annually in the summer term. These reports include brief comments on the child's progress in each subject and activity studied as part of the school's curriculum. They state how their child is performing in relation to their potential and past achievements and to national standards. These will highlight strengths and any particular achievements. Areas for development and improvement for Maths and English are included. Reports should be personal to the child. Comments on the child's general progress and behaviour are reported. This report is accompanied with a letter that invites the parents to discuss their child's report with the class teacher and a parent response sheet is included. The child's attendance of the total number of sessions (half days) they have attended since the autumn term (or since entered) school) is also reported as is the number of absences. Provision for parents who can not access the report due to English not being their first language can be translated upon request. The school will liaise with the LEA if such matters arise.

An additional report to Year 6 indicates the child's National Curriculum Test results and teacher assessment levels in each AT of Maths, English and Science. Also included are the previous year's national percentages of children at each level of attainment at the end of Key Stage 2.

The results of the Summer term tests in Y3, 4 and 5 in Maths and English are reported to parents.

The school meets the requirements to provide reports for pupils on transfer to another school or transition into High School. On transfer to another school the office sends records which include their unique pupil number, school reports, National Curriculum testing data, end of Key Stage teacher assessments and other standardised assessment data kept on an individual child. On transfer to High School a statutory transfer document is sent containing the unique pupil number, test data, and teacher assessments. We transfer children's records both electronically and some manually. Some of the High Schools provide us with booklets to be completed by the children prior to them starting KS3. The heads of Year 7 and the Year 6 teacher make contact at the beginning of the summer term to discuss transfer arrangements.

The Governor's Annual Report to parents contains information about pupils' achievements in National Curriculum Assessments and the targets that have been set for the following year. These targets refer to particular cohorts and past data collected alongside teacher assessments.

Date September 2019

Signed

(Chair of governing body)