



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

ASSESSMENT, RECORDING AND REPORTING POLICY

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1 Rationale

At St Stephen's C.E.V.A. Primary School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs next steps for children's learning. Assessment will help children become involved in raising their own expectations. Our assessments will also provide information for others including:

- Headteacher and Senior Leadership Team – so that they know what is going on!
- Parents - to show progression/concerns, and involve them in the learning process.
- Other teachers and staff – to help them to plan and gain informed views
- Outside agencies (Local Authority) - to provide evidence of attainment
- Special Needs Co-ordinator – to provide evidence of attainment

2 Formative Assessment (AFL)

We constantly respond to children's learning, in order to identify their next steps. Our formative assessments include:

- Annotated planning
- Observations
- Discussion
- Marking
- Interventions
- Individual assessments
- Self and peer assessments
- Group assessments
- Class assessment
- Verbal
- Success criteria
- Pupil and parent questionnaires

We use all of these processes when appropriate. All of these strategies are used to set targets for children's learning.

A range of procedures are used to gather information from all members of the school community in order to inform school development.

3 Summative Assessment

We use Assessing Pupil Progress Grids x 3 per year in line with Government advice.

We use summative assessments to track pupil's progress in line with Government expectations.

We use summative assessment to generate a body of data, which can be used to ask questions about our service to the children.



We follow the summative assessment plan shown in the appendices.

We write an annual report to parents following the QCA guidelines and include clear statements to parents about their child's attainment against national age appropriate expectations.

4 Additional Assessment

Particular groups of children will be supported by supplementary assessment arrangements (both formative and summative). For example, children with special educational needs.

We hold parent's meetings in the autumn and spring terms. At these meetings, parents have the opportunity to discuss their child's progress and attainment with the class teacher.

5 Between Staff

It is important that discussion between teaching staff takes place before children transfer into another class. This transfer process will follow the attached pro-forma.

Where possible time will be given for this, but it is also expected that staff will make individual arrangements.



A. Overview of Assessment – English / Maths / Science / ICT

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Activity	Analysis of 'Red Package' / Formative assessment	Complete English, Science and Maths levelling activity – place in child's assessment folder / Formative assessment	Formative assessment	Complete English, Science and Maths levelling activity – place in child's assessment folder / Formative assessment	Statutory Assessments / Optional Assessments / Levelled Assessment	Formative assessment
Class Teacher Responsibility	When 'Red Package' received teachers to set % achievement targets for class or groups or year group – handed to assessment co-ordinator and moderated by SLT / Set child or group targets (next learning steps) for class (English and Maths) – put in assessment box	Complete Levelling grid – hand to assessment co-ordinator / Complete ICT assessment– hand to ICT co-ordinator	Review % achievement targets / Set child or group targets (next learning steps) for class (English and Maths) – put in assessment box where appropriate	Complete Levelling grid – hand to assessment co-ordinator/ Complete ICT assessment– hand to ICT co-ordinator	Mark Assessments / Annotate mark sheets (Optional and Year One tests) / Complete Levelling grid – hand to assessment co-ordinator / Order papers alphabetically – hand to assessment co-ordinator	Complete fine graded prediction sheets / Complete transition proforma / Complete ICT assessment– hand to ICT co-ordinator / Review class targets and 'tell story'
School Responsibility	Provide each teacher with predictions for new class / In-house moderation sessions	In-house moderation sessions / Enter data into Assessment Manager 6	In-house moderation sessions	In-house moderation sessions / Enter data into Assessment / Provide training on use of marking schemes to level work	Day per class marking / In-house moderation session / Send papers to Local Authority to be analysed / Data entered into Assessment Manager 6	Input predictions into Assessment Manager 6

Throughout the year it will be expected that you will assess a range of English writing (non-fiction / fiction), a range of reading skills and a range of Numeracy (problem solving / number work / data handling). It is expected that this will be set at an age-appropriate level.



B. Keeping Evidence

A range of evidence is kept in the form of

- Assessment file for each child
- Teachers mark-book
- Variety of word level and English records
- Writing assessments
- Maths information/key objective sheet
- Foundation subject records?????
- Test results
- Children's books
- IEP's
- Subject manager's evidence, kept as a portfolio
- Evidence of targets
- Teachers' notes of observations
- Record of interviews with parents
- Class target sheets