

FURNESS VALE PRIMARY SCHOOL

POLICY FOR ASSESSMENT, RECORD KEEPING AND REPORTING

1. Rationale

Assessment is an integral part of the educational process, being used to plan and support learning. Reasons for carrying out assessment are many and varied, but primarily it is to aid in the child's development, and to provide information for teachers, pupils, parents and others, which will support ongoing teaching and learning. Assessment should encompass: the acquisition of knowledge, concepts and skills and the ability to apply these to new situations, communication skills and attitudes.

2. Aims

We aim for our assessment and recording procedures to:

- be based on clear and shared criteria;
- be manageable, sustainable, consistent and useful;
- meet statutory requirements; (see Guidelines)
- support quality teaching and learning;
- aid in the consideration of how far teaching objectives have been met;
- help in adjusting teaching approaches;
- yield reliable and valid assessments, diagnosing weakness and strengths as positively as possible.

Assessment techniques for making informed judgements about the extent to which learning has taken place include effective observation, active listening, sensitive questioning, written work, testing (formal and informal) and efficient recording.

A variety of forms of assessment should be used in looking at children systematically. This will improve teaching, enhance learning and satisfy the demands of accountability.

3. Record keeping

Record keeping is an essential part of good teaching. Its main purpose is to be formative, that is to ensure that continuity and progression takes place in the children's learning. It also provides the important basis for the Annual Report and discussions with parents.

The aim of record keeping should be to provide a concise, clear picture of each individual's level of attainment across the curriculum. It should be manageable and should not hinder teaching and learning.

It is the statutory requirement that summary records must be kept showing each child's progress in the core subjects of English, Mathematics and Science, with some reference made to foundation areas.

All teachers will keep accurate and up to date records of children's progress. Standardised Assessment Tests (SATs) results will be recorded for Yr.2 and Yr.6 children.

4. Reporting

Information about children is reported in a variety of ways (see Guidelines).

Parents are entitled to a reporting practice which:

- highlights success and progress;
- identifies weaknesses and explains how they will be addressed;
- provides them with opportunities to review and discuss their child's achievements;
- involves them in helping to meet learning targets;
- ensures that information about their child is detailed, specific and easy to understand;
- is written in a way which will motivate the child.

8. Equal Opportunities

In making assessments, producing records and reporting teachers must avoid any bias according to the child's sex, race or social background and be in compliance with the school's Equal Opportunity Policy.

9. Special Educational Needs

Assessment and therefore record keeping of targets is vital to children with Special Educational Needs. The school provision enables those requiring a closer level of monitoring to have special programmes - individual educational programmes (IEP) suited to their needs.

13. The Role of Co-ordinator and Headteacher

The Headteacher is responsible for ensuring that the policy is implemented and that it is reviewed annually. The Headteacher is responsible for the review and any amendments added will be presented to staff and the Governor's Curriculum Committee.

The Headteacher has the responsibility for the progression and continuity in Assessment, Record Keeping and Reporting in the National Curriculum, and the purchase and maintenance of resources.

The co-ordinator, will try, as far as possible to give help and support to colleagues in the planning and execution of Assessment, Record Keeping and Reporting throughout the school.

Signed:

Head teacher: *CD Taylor*

Chair of Govenors: *S Wright*

Date: July 2017

GUIDELINES

Legal Context

The Education Reform Act (1988) states that assessment arrangements should be made at the end of each key stage, results of which should be reported.

The 1981 Education Act requires LEAs to assess those children who may require special provision.

Governing Bodies are required to ensure schools maintain annually updated records encompassing:

- academic achievements
- other skills and achievements
- progress in school

and these must be available to entitled and responsible persons (for example: divorced/separated parents).

The Education Regulations 1990 detail requirements for reporting to parents pupils' achievements within the National Curriculum annually, with detailed reporting at the end of each Key Stage.

Purposes of Assessment

- * Formative - provides information about pupils progress which informs teaching decisions about future learning.
- * Diagnostic - recognises the strengths and weakness of individual pupils to enable their abilities to be maximised.
- * Summative - records overall attainment.
- * Evaluative - uses results of assessment to inform decisions regarding curriculum provision, teaching styles, resource allocation etc.

Forms of Assessment at Furness Vale Primary School

Baseline - Using the EExAT system children's baseline is recorded on entry to school.

End of EYFS- At the end of the EYFS the Statutory EYFS Profile is completed for each child.

Ongoing - informal or teacher constructed formal assessment, which is built into the planning cycle. Some of these examples may be annotated (see Record of Achievement).

Years 2 to 6 - formal "SAT" assessment (tasks and tests) and teacher assessment

English - assessment is on going; progress through Age Related Expectations are recorded in the front of the children's books from year 2 onwards.

Maths - assessment is on going, timely and used to identify children's attainment and next steps.

Forms of Record Keeping at Furness Vale Primary School

Pupils' Records: Age appropriate Assessments to be completed each half term. Teacher assessments, supported by age appropriate tests and SAT results (for years 2 and 6) should also be recorded at the end of each academic year.

Baseline Assessments: To be recorded by the Early Years Teachers and kept in the Foundation Stage Profile file.

Target setting:

- Numerical and Curricular targets are set for Mathematics and English on a termly basis. They are set for like ability groups as far as possible.
- Targets for IEPs are set every term.
- Individual termly levels are recorded on each child's termly assessment sheet for English and mathematics. Formal and informal assessments are used.
- Levels are recorded at the end of each year, and this, along with Fischer Family Trust Data (Juniors only) can help forecast targets for the end of Key Stage 2.
- The Headteacher holds regular discussions with staff members.

Database: National Curriculum levels for English and Maths are recorded termly for each child, plus end of key stage assessments. This allows us to track children's progress.

Derbyshire Record Files: As required by the LEA and kept in the office. These are passed on if a child changes school.

Special Educational Needs: Records of SEN and other meetings, a register of the children and their stages kept upto date by the SEN Co-ordinator and kept in the office. Individual Education Programmes to be kept in the Class Files for the use of each class teacher.

Ongoing: Records of reading, mental maths, spelling and those personal to the teacher, kept in either Reading Records or the Class Files.

Behaviour: See Behaviour Policy and Anti-bullying Policy.

Forms of reporting at Furness Vale Primary School

Annual Report to Parents: Distributed to parents at the end of the Summer Term but before the parents' evening. These include the results of end of Key Stage Assessments. Parents are given the opportunity to comment on the report.

Meeting with Parents: Parents are encouraged to meet informally with the staff throughout the year. There is one formal "individual interview" evening in February, one informal evening meeting in Autumn term 2. Information giving and workshop evenings and afternoons, e.g. National Curriculum, New Intake, Reading in school, regular family assemblies. Parents of EYFS children meet regularly with the class teacher, through the

VIP system. In addition there are meetings regarding Special Educational Needs and open afternoons/days.

Primary/Secondary Liaison: See Policy.

Prospectus: The school has a prospectus, which is available for parents to see.