

Approved by Governors (date).....

Head Teacher.....

On behalf of Governors



ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

OVERVIEW

Castle View Primary school will follow a successful strategy for the assessment of pupils' achievement to measure attainment, to enhance learning, to improve the rates at which pupils make progress and to report accurately to parents. Our school will have structured and systematic assessment systems that are used effectively to make regular and accurate assessments of pupils' achievement and progress.

Castle View will aim to use effective strategies for assessment and record keeping, providing a continuous record of learners' achievements and their progress. We strive to provide learners with accurate, consistent and clear feedback. We plan to use assessments to aid in making transitions as smooth as possible between one stage and the next. Assessments will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners are involved in the assessment, record keeping and reporting strategy at appropriate points.

OBJECTIVES

- To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
- To assess a learner's development and progress in their work by recording his/her progress and achievements in knowledge, skills and understanding.
- To enable teachers to know where pupils are in their learning and what steps to take in order to progress.
- To inform teachers' planning.
- To record learners' personal and social progress and achievements.
- To form the basis of feedback to learners and to help them set individual targets for improvement, including how to make progress and provide them with the necessary knowledge, skills and understanding to be successful.
- To ensure efficient and effective continuity and progression of learning across the school and over time.
- To form clear and accurate reporting of progress and achievement to learners, parents and carers.
- To promote the greater involvement of learners and parents in assessment and in the teaching and learning process.
- To assist in the diagnosis and identification of individual and special needs.
- To ensure common practice throughout the school and to assist in the smooth transition to other schools.
- To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.
- To give all pupils will the opportunity to succeed by being taught and assessed effectively including pupils with SEN and disabilities.

FORMS AND PURPOSES OF ASSESSMENT

There are three broad overarching forms of assessment that will be used at Castle View:



Assessment for Learning:

In-school formative assessment

Aids teachers in providing appropriate support or extension as necessary. It enables teachers to adjust their approach within a unit of work or within a lesson for best outcomes. It helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. It will provide parents with a broad picture of where their children's strengths and weaknesses lie to enable effective support. This may include:

- Rich pupil/ teacher dialogue
- Dialogue between pupils
- Peer/self-assessment
- Verbal and written marking of pupils' work
- Observational assessment (Art, P.E, EYFS)
- Pupil voice discussions
- Regular short re-cap quizzes or games
- Reading benchmarking when appropriate

In-school summative assessment

Enables teachers to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching (based on class-level outcomes) in order to inform future planning. It provides pupils with information about how well they have learned and understood an area of learning taught. It should be used to provide feedback on how they can continue to improve. In school summative assessment can be used to provide teachers with information to help form a judgement about pupil achievement, progress and wider outcomes of children so that this can be reported to parents. When this is done with clarity, parents will know how they can best support their children's learning. This may include:

- NFER tests in Autumn (October) and Spring (February) for years 1 – 5 in Reading, SpaG and maths reasoning and arithmetic.
- NFER tests in Summer (May or June) for years 1,3,4 and 5 in Reading, SPaG and maths reasoning and arithmetic.
- Accelerated Reader 'Star' testing Baseline in Autumn, 'Star' progress testing at the end of the Autumn, Spring and Summer terms.
- Foundation subject end of unit assessments in Geography, History and Science at the end of each half term in years 1-6.
- Reviews for pupils with SEND
- In EYFS, Baseline assessment in September, followed by assessment in Autumn 2, Spring 2 and Summer 2.

Nationally standardised summative assessment

Provides information on how pupils are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children. Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context. Its school leaders and school governors to benchmark their school's performance against other schools locally and nationally and make judgements about the school's effectiveness.



Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making. This includes:

- SATs tests at the end of Key Stage 1 and Key Stage 2
- Phonics Tests Y1 and Y2
- Times tables test in June for Y4

The strengths and weaknesses of different types of assessment (including the use of standardised tests) will be regularly reviewed with regard to the value and accuracy of supporting teacher assessments.

HOW ASSESSMENT OUTCOMES WILL BE COLLECTED AND USED

The majority of information will be shared with pupils to aid their understanding of what they need to do to progress.

In school summative assessment and national summative assessment can be used to inform judgements made by the senior leadership team with regards to teaching performance.

Insight assessment tracking is used to monitor pupils' progress towards specific objectives related to the national curriculum in reading, writing and maths. Teacher judgements are recorded regularly, enabling teachers to monitor individual progress and attainment, as well as identifying gaps in knowledge in order to inform further planning. Insight is also used to give an overall teacher judgement at the end of units in geography, history, computing and P.E.

Insight assessment tracking is used further following summative assessment, to ensure teacher judgement is accurate and reflective of children's understanding. Data from Insight is then used within school to identify trends across classes, year groups and key stages, as well as analysing groups such as SEN and pupil premium. Following summative assessment in Autumn, SLT set targets for individual children for end of year and end of key stage.

DEVELOPING ASSESSMENT APPROACHES

We will aim to develop and continually improve our assessment practice. We will aim to develop professional competence by ensuring all staff members have access to high quality professional development. Assessment strategies and outcomes will be both monitored and moderated within school. Opportunities will be created for moderation with other schools and professionals. Joint practice development with other professionals will have a focus on assessment.

STRATEGIES

1. Learners' work should be regularly monitored, evaluated and reviewed. They should be given clear feedback about their strengths and areas for development.
2. Staff should discuss learners' work with them and they should be told about their progress and achievement. Fair and realistic targets for improvement should be agreed.
3. Recording should be of a positive nature and celebrate the achievements and progress made by learners.
4. Records should be clear, kept simple and easy to understand.
5. Records should include all statutory information.
6. Records should present a broadly based picture of the child, involving all positive aspects of development.
7. Records should develop a profile of the child and might include samples of work and other evidence.



8. Teachers should involve children and parents in assessment and recording as appropriate.
9. Assessment and record keeping must be kept manageable.
10. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas.
11. In the spirit of work-load reduction, assessment, record keeping and reporting should be contained within a teacher's normal working day
12. Moderation will take place both within school, with other schools and with outside agencies to ensure accuracy.

ARRANGEMENTS FOR THE GOVERNANCE, MANAGEMENT AND EVALUATION OF ASSESSMENT

The senior leadership team is responsible for maintaining the assessment policy and reviewing or updating it as necessary.

Policy and practice will be reviewed in terms of how effective they are in the purposes of assessment as outlined above.

OUTCOMES

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Every teacher will be equipped to make accurate judgements of pupils' attainment, understand the concepts and principles of progression and use assessment judgements to forward plan. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education.

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