

POTTERY PRIMARY SCHOOL

ASSESSMENT AND REPORTING POLICY

Assessment is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make good progress, and teachers to shape and adapt their teaching to meet individual needs in order that children achieve their potential. Effective assessment is essential in order to have a positive impact on teaching and learning and so in ensuring pupils' progress.

Assessment, the four key principles

- **The learner is at the heart of assessment**

Good assessment:

- helps develop successful learners
- recognises strengths and areas for development and clearly identifies ways for learners to progress
- is based around pupils' needs and leads to improved attainment and progress
- encourages pupils to take a central role in their own assessment.

Pupils should not feel detached from the process of assessment. The experience of assessment should motivate pupils and help them understand what assessment is for and how they can use it to develop as successful learners.

One key way of achieving this is to ensure that all pupils are actively involved in ongoing assessment conversations with their teachers and teaching assistants to celebrate their achievements, recognise their strengths and identify priorities for future learning and how these could be achieved. Having a central role in their assessment helps pupils to take greater responsibility for their own learning, builds their confidence and helps them make good progress.

- **Assessment needs to provide a view of the whole learner**

Assessment needs to:

- value and include a wide range of attitudes, dispositions and skills, as well as achievement in subjects
- draw on a broad range of evidence, including beyond the school
- involve those that know the learner best - including parents and peers

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- **Assessment is integral to teaching and learning**

Embedding assessment in teaching and learning:

- is essential in creating personalised learning
- helps teachers to be flexible enough to recognise learning as it happens and adapt delivery
- results in decisions and actions from both day-to-day interactions with pupils and through taking a periodic overview of progress.

To be effective, assessment needs to be flexible enough to recognise when learning is happening - which means understanding that the curriculum offers a wide range of experiences and activities, which can generate many different types of learning evidence. When assessment is at the heart of classroom teaching, it enables teachers to personalise discussions about the next steps for pupils and shape teaching to best suit their pupils' needs. Careful planning is required to make this effective - assessment information is most useful when pupils can take initiative in classes and pursue ideas for themselves rather than relying on their teacher's instruction.

In order to have an impact, assessment must result in decisions and actions for both the teacher and the learner. This is achieved in the short term through day-to-day interaction between pupils and teachers, and in the medium and longer term by taking a periodic overview of progress that draws on a full range of evidence.

The knowledge the teacher, and others involved in teaching of a child, holds and utilises successfully to plan and enable learning is key to the learning process.

- **Assessment includes reliable judgements about how learners are doing related to national standards**

Linking assessment to national standards is essential:

- for consistency within and across schools
- for tracking progress
- for evaluating impact.

National standards are an entitlement for all pupils. These standards ensure that assessment judgements are consistent across and between schools. They enable pupils and parents to track pupil progress and they provide teachers with a way of evaluating the impact of their teaching. Opportunities are provided both internally and externally whereby teachers can develop their confidence and expertise in assessment by sharing and discussing with each other their evidence of pupils' progress. These opportunities to compare evidence will increase the reliability of teachers' assessment judgements.

Types of Assessment and their purposes

There are two main **purposes** of assessment:

- **Assessment of learning** (also known as summative assessment)
- **Assessment for learning AfL** (also known as formative assessment)

Assessment for Learning (AfL)

The Assessment Reform Group defined AfL as the process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached in their learning, where they need to go and how best to get there.

AfL practices such as target-setting, pupil self-assessment and peer assessment are practiced in school. It is also one of the aspects which can make the most difference to children's achievement when planned effectively. AfL is any assessment activity which **informs** the next steps to learning. The key message is that AfL **depends crucially on actually using the information gained to plan next steps for individuals and groups of pupils.**

Assessment of learning (summative assessment)

AoL is any assessment which **summarises** where learners are at a given point in time - it provides a snapshot of what has been learned (in terms of both attainment and achievement).

Recording Assessments

Tracking data is entered by all class teachers at the end of each term: November, March and June in KS1 and KS2. In EYFS they enter a baseline within the first 4 weeks then enter January and June data. Data is entered for English and mathematics.

Assessment information is recorded on-going throughout the year on the agreed format for the school for all curricular areas.

What constitutes achievement?

A child will be regarded as having achieved a specific learning objective when the teacher is confident at that time (using professional judgment) that the child can /or has repeat/ed the performance on other occasions.

Reporting Assessments

It is a statutory requirement to report a child's progress to parents in a written form at least once each academic year. The comments must relate to all National Curriculum subjects as well as religious education and must report positive achievement. Pottery produces an annual report in the summer term. Parents evenings are held twice annually to discuss pupil progress and teachers and teaching assistants have on-going informal contact with parents throughout the year e.g. through homework logs, reading record book.

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Assessment relating to children with special educational needs (SEN)

Assessment activities are undertaken with barriers to learning removed where possible to ensure all children can engage, e.g. children may be assessed orally if they are unable to produce a piece of written work (except in the English writing part of the national curriculum).

Assessment issues relating to equal opportunities

In making assessments, teachers avoid any bias according to a child's gender, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

Review

This policy will be reviewed regularly by the Headteacher and staff and any suggested amendments will be presented to the governing body for approval.

REPORTING POLICY

Introduction

Reporting is the communication of significant and relevant information on the individual pupil's experience and achievements to all concerned parties: pupils, parents, teaching assistants, staff presently involved with the child e.g. supply/part-time colleagues, subject staff, future teaching staff and Headteacher.

Reporting children's progress to parents is an integral part of the national curriculum statutory procedures. This policy outlines the purpose, nature and management of reporting in our school.

The implementation of this policy is the responsibility of all staff.

The Nature and Purpose of Reporting

The written annual report to parents provides a summary of their child's achievements in all aspects of school life over the course of the year. It enables parents to see clearly what progress their child has made and what can be done to assist that progress in the future (targets). The report clearly indicates if the child has reached the 'age expected' standard expected at the end of the academic year for a child in their year.

The report has a vital role to play in helping parents to understand the work of the school and in strengthening the partnership between home and school.

The format for the written report will be reviewed by the Headteacher and staff following feedback from parents and/or national legislation.

Entitlement and Statutory Requirements

Each year the DFE publish assessment and reporting guidance that the school needs to follow to ensure compliance with statutory requirements.

<https://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions>

Implementation

Written reports to parents:

All written reports must be received by the Headteacher for approval by a set date and at least two weeks before the date for distribution to parents.

The class teacher is responsible for writing the subject comments in the reports for each pupil in his/her class unless they do not teach the pupil for that subject and then it is the responsibility of the subject teacher to ensure that the class teacher has the said comment by an agreed date. The class teacher is responsible for the comments on general progress. The latter may include comments on the pupil's behaviour, his/her contribution to school life and/or any special achievements made over the school year. **The language used in the report should be meaningful to parents and to future teaching staff.**

All annual/written reports must have attendance figures entered on the report before it goes to the Headteacher for counter signing.

For pupils in EYFS or in the final year of KS1 and KS2, the results of statutory assessments and comparative information about these results will be enclosed with/attached to the report. Year 1 will have a report regarding the outcomes of the phonic screening test.

A copy of the written report is kept on disc in the office safe for future reference by Headteacher, present and future staff. Copies of the most recent annual report will be sent together with the pupil's records on transfer to another school.

N.B Parents have access to all written documents concerning their child and may see such upon request in writing to the Headteacher.

As a school we place emphasis on verbally reporting progress to individual children as well as reporting formally in exercise books e.g. you've done that really well, that's a super piece of work, I'm really pleased with that, are you? These are just some examples of the daily comments made by all teachers as part of the reporting/learning process in classrooms. As a school we place emphasis on verbally reporting information about pupils to other teaching staff. Teaching assistants working with children with special needs will be kept constantly informed of progress made and up-dated on a child's new learning targets.

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Teaching assistants report regularly to the class teacher on progress made towards I.E.P targets for an individual pupil.

The class teacher will towards the end of the summer term ensure the receiving teachers of his/her pupils have general details about each pupil in order to make a settled start.

Review

This policy will be reviewed regularly and any consequent revisions to the policy will be presented to the governing body for approval.