

## **Sand Hutton and Warthill Federated CofE (V.C.) Primary Schools**

### **Assessment, Recording and Reporting Policy**

At Sand Hutton and Warthill Primary Schools, we believe that assessment is an integral part of the learning and teaching process. It is part of a cycle and works alongside all other elements. All parts of this cycle need to be consistent with each other. Assessment is inseparable from the teaching and learning, as it provides the information needed to decide the next step which will be reflected in the planning.

Good assessment helps effective planning and differentiation. Manageable and informative assessment means that each year the children's performance is known by their teacher, so that learning can be a continuous progression. It is instrumental in the raising of standards, the enhancing of quality and the increasing of efficiency. Good assessment needs to give a true impression of what the child knows and needs to be based on consolidated knowledge, not influenced by pre-conceived ideas.

### **Formative Assessment**

Assessment happens continually and consistently by the teacher and classroom assistants. The teacher observes the children, talks to the child, marks work, and is therefore revising his or her knowledge of that child's ability and understanding.

Recorded teacher assessment takes place at the discretion of the class teacher, and when it would serve some purpose, e.g. to investigate sustained under-performance; or to note significant achievements. Possible assessment opportunities may be considered at the Medium term planning stage, although the actual assessment would be identified at the lesson planning stage (short term weekly or daily plans) and before any teaching takes place. Here they will be indicated and planned into the activity. Assessment is seen as part of normal classroom practice.

Formative assessment is an on-going process involving all members of staff and children.

The formative process uses evidence from the following sources:

- Planning records and assessment possibilities
- Class assessment/teacher records
- Whole school assessment eg of reading, spelling
- National Curriculum records
- Diagnostic information
- I.E.P.'s for special needs children
- Personal and social development
- Reading records
- Tests and tasks, in particular Y2 and Y6 STAs and QCA end of year tests in English and Maths

On entry to the Reception stage, the school will note the information received from another 'provider' e.g. a Nursery or Playgroup; information from parents; and teacher assessment will be made with regard to the Foundation Stage Profile throughout the year.

All of the above are used as a means of collecting and analysing data to identify and support areas of improvement as set out in the School Development Plan. This allows for whole school issues to be pursued in order to raise attainment as well as the setting of individual pupil targets.

### **Summative Assessment**

We will meet the statutory requirements of a summative report at the end of Key Stages 1 and 2, using both teacher assessment and the National Tests, and by reporting the outcomes to the parents in written form.

Parents will receive an annual report each summer which will give details about their child's progress.

We will also use a range of non-statutory tests, for example Non-Verbal Reasoning tests, reading tests, reading comprehension tests, spelling tests where necessary; and Q.C.A. Year 3, 4 and 5 Maths and English tests.

Other tests would be used for a particular reason.

The summative process includes:

- end of year written report, which includes the end of the Key Stage results for Years 2 and 6;
- teachers' twice-yearly verbal report to parents, at Parents' Evenings;
- pupils' planners, where relevant;
- whole school assessment.

### **Whole School Assessment and Target-Setting**

Children are assessed through class-based tests for aspects of literacy, numeracy and take the non-statutory QCA tests in years 3, 4 and 5. Progress is carefully tracked and monitored to identify under or over achievement. Other tests may be used, where necessary, to give diagnostic data which help to identify a learning problem and indicate the support needed.

Assessment gives information on which we can base challenging whole-school group and individual targets; and indicates performance.

## **Moderation**

In order to aid moderation of standards within the school and across the confederation, and indeed with other schools, whole staff and Key Stage group meetings are held on a regular basis to confirm that work is of an agreed standard, reflecting levels of attainment. During these meetings, work is discussed and analysed using agreed/national criteria

All children are subject to assessment and records are kept for every pupil by their class teacher. Results for all children are kept in the whole school assessment files, (held by the Head Teacher), and reviewed on a regular basis by the Headteacher and class teachers.

Data analysis allows comparisons of attainment at EYFS, KS1 and KS2 within NYCC and Nationally (School Profile, FFT)

## **Recording and Reporting Procedure**

1. Children's progress noted where and when appropriate. This is to inform future planning on an individual basis, thus ensuring a correct match of work.
2. Significant developments may be transferred immediately to the teacher's individual record for each child.
3. Comments should be brief noteworthy and dated.
4. Other records that reflect children's development should be kept up-to-date.
5. All individual records should be completed as far as possible prior to the writing of reports.  
Parents receive a written report annually in July.
6. When a child transfers to another school during an academic year, the individual records indicating levels of achievement in the core subjects should be submitted to the Head Teacher within the legal timescale. The statutory transfer forms must be used.

At the end of the K.S., Core subject test results must be forwarded to the receiving school, using the statutory transfer form, electronically where possible.

Review date: Every 3 years, earlier if necessary