# **St Andrew’s Methodist Primary School.**

**Assessment, Recording and Reporting Policy.**

**INTRODUCTION**

Assessment is the process by which information is gained about, and contributes to a pupil’s academic and personal development. It is based on a range of techniques and takes account of a variety of relevant information. It is always an integral part of the learning and teaching process for all pupils. It needs to be incorporated systematically into teaching strategies and practices. Hence, a whole school approach has been agreed for planning, assessing and reporting to achieve cohesion, continuity and progression towards targets.

**PURPOSE**

The principal purposes of assessment are:

* To help pupils in learning, recognising their achievements, and identifying their future needs.
* To involve pupils in target setting, giving a clear view of progress towards those targets.
* To inform teachers of what the pupil knows and understands, and can apply.
* To diagnose particular difficulties pupils may have encountered.
* To obtain feedback to inform future planning, so that activities can be matched to pupils’ needs.
* To monitor, evaluate and appraise the learning programmes St. Andrews Methodist School is providing.
* To select pupils for working groups within the class, and interventions.
* To report progress and achievement to colleagues, which will facilitate continuity and progression.
* To inform parents of their child’s achievements and progress, and report targets for potential improvements and capabilities.
* To comply with statutory regulation and legal requirement.

**AIMS AND PRINCIPLES**

Our aims are:

* That assessment should be an integral part of the learning and teaching process.
* That assessment and subsequent actions by the pupil, teacher and school leaders are used to improve attainment and progress across the school.
* To ensure that all pupils have the opportunity to demonstrate their achievements.
* That assessment takes account of personal, social and physical qualities as well as intellectual achievements.
* To ensure that decisions made about pupils’ performance are accurate, fair and consistent.

**CLASSROOM ASSESSMENT**

Formative assessments are carried out continuously in a range of ways. Regular formative non-statutory assessments are carried out in the classroom using planned activities.

EYFS

They include:

* Daily observations of pupils during self initiated learning. These are used as evidence for assessments that link with Development Matters statements. These are collated to build up a profile of pupils, ready to make EYFSP judgements at the end of Reception. Online tracking systems are used for this purpose.
* Judgements made against Development Matters statements and age bands throughout the year. Baseline (Nursery within first 4 weeks), Autumn, Spring and summer.
* Phonics assessments, including letter recognition and key words, are carried out termly.
* 3 pieces of writing each half term in Reception, which are then assessed against Early Years Writing Development.

KEY STAGE ONE AND TWO

They include:

* Daily marking of all pupil’s work in all subjects (Refer to the marking policy)

Numeracy

* Teacher observations and marking during Numeracy lessons. Skills and knowledge that pupils demonstrate during a lesson are judged against that year groups’ objectives. This information *is* recorded (with a date) on the online tracking grid*,* on a weekly basis.
* Weekly oral mental maths testing (Primary Solution tests) from Years 3 to 6 or/and Andrell Big Maths tests from Years 1 to 6

Reading

* Individual reading records, with staff recording progress, on a weekly/daily basis.
* Teacher observations, during Guided Reading lessons. Skills and knowledge that pupils demonstrate during a lesson are judged against that year groups’ objectives. This information isrecorded (with a date) on group Guided Reading Objective Sheets on a weekly basis, and then transferred to the tracking grid on a termly basis.
* Phonics tests are carried out at regular intervals throughout Key Stage 1 and records are kept. The Y1 Phonic’s screening test is administered in June.
* Children from Y1-Y5 will be tested using the Salford Standardised Reading Test and given a chronological reading age in October and May.

Writing

* Weekly oral spelling tests (Year 3 to Year 6), in differentiated spelling groups.
* Independent writing, in individual Writing Portfolios. This will contain at least six pieces of independent writing each term. This is assessed and the informationrecorded (with a date) on individual Writing Objective Sheets, and then transferred to the class tracking grid on a termly basis.

ICT

* Teacher assessment is made against the ICT objectives, using “Switched On Rising Star” objectives, for years 1 to 6.

Cross curricular assessment is encouraged throughout the school, as pupils are expected to transfer and apply key skills across a variety of subjects.

**FORMAL ASSESSMENTS- STATUTORY AND NON-STATUTORY**

Formal tests are carried out throughout the year (See Appendix 1 for Formal Assessment timetable).

These include:

* Standard Attainment Tests (SATs) for Year 6, in Numeracy, Reading, Writing, and Spelling, Punctuation and Grammar are taken in May.

* Standard Attainment Tests (SATs) for Year 2, in Numeracy, Reading, Writing and Grammar are administered in May.
* Formal tests for Years 1, 3, 4 and 5 in Numeracy, Reading, Writing and Grammar are administered in November, March and June.
* Phonics Screening for Year 1, and any Year 2s who did not pass in the previous year
* End of EYFS assessment data is reported in June.
* End of Unit Science tests, linked to previous teaching, for Years 1 to 6
* EYFS Baseline test for Nursery on entry in September

Any skills or knowledge that is demonstrated by individual pupils during these tests is recorded by teachers on the class Tracking Grids*,* on a termly basis.

At the end of the Key Stage 1 and Key Stage 2, Teacher Assessment is statutory. Staff receive advice from LA Assessment advisors and engage in moderation procedures to ensure the accuracy and consistency of Teacher Assessments.

Any special arrangements for SEN children are discussed with the Head Teacher and SENCO.

**TERMLY ASSESSMENT GRADES**

* On a termly basis, teachers will use a wide range of evidence to award an overall grade for each pupil in mathematics, reading, writing and SPAG.

**MONITORING AND ANALYSIS**

* Monitoring of the Assessment Tracking System data is carried out by the Assessment Co-ordinator and Subject Leaders, on a termly basis. This data is analysed to identify any trends (such as Pupil Premium children compared with Non Pupil Premium achieving) and measure pupil’s progress and attainment. Once analysed, it will be used to inform future actions, such as pupil progress targets, and school improvement targets and actions.
* Analysis will be shared and analysed with/by teachers to support their judgment of each pupil’s performance against their age related objectives, their strengths and any ‘gaps’ in their learning. This will inform teachers’ ‘next steps’ for each pupil, linking closely with the planning, teaching and assessment cycle. Teachers’ weekly planning is saved on a shared computer drive so it is easily available for subject leaders to review. Assessment for Learning and opportunities for assessment are identified on these plans. Evaluations may be made on the plans to inform future planning.
* The Head teacher and/or Deputy Head teacher also monitor assessment for learning during pupil progress meetings, work scrutiny, lesson observations, learning walks and at Senior Leadership meetings
* The Assessment Co-Ordinator and Head teacher are responsible for completing an annual audit, action plan, and report to governors for Assessment, and for addressing and monitoring the issues therein.

**HOW ASSESSMENT IS USED**

* At the beginning of the school year, information on prior attainment of individual pupils is used by the class teacher to set targets and/or group pupils. This information is also used by teachers to inform future planning, and set individual, class or year group targets. These are modified as the year progresses by on-going assessment.
* Results of informal and formal testing are used to inform data on the Class Tracking Grids.
* At the end of the school year, before pupils move up into their new class, transition meetings are held with the next teacher to discuss data and progress.

**REPORTING**

Pupils receive feedback on progress and achievement throughout the year. This is seen as on-going development and progress towards targets.

Reporting of pupil’s achievements to parents/carers complies with legal requirements as set out in the annual “Assessment and Reporting Arrangements” documents for Key Stage 1 and Key Stage 2. Parent/carers consultations are held in school twice a year, in November and March, to discuss their child’s progress. At other times, all teachers are available and willing to meet with parents/carers upon request. An annual, written report is sent out at the end of the summer term.

**ASSESSMENT FOR LEARNING**

The principle of Assessment for Learning is involving each pupil in their own learning, which then informs them of their ‘next step’. Children are given the opportunity to review their marked work, during ‘Fix it time’.

In Key Stage 1 and 2, pupils are invited to attend Parent/Teacher consultations. During this meeting, progress towards their targets are shared with both themselves and their guardians.

**Special Needs.**

Refer to Inclusions Policy.

**Links to other policies and documents:**

Marking Policy

Inclusion Policy

“This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.”

Policy revised September 2016 in consultation with staff.

Date of next review September 2017.

**Headteacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chair of Governors**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_