**ST ANDREW’S METHODIST PRIMARY SCHOOL**

**STRIVING FOR EXCELLENCE-**



**WITH GOD**

**Assessment, Recording and Reporting Policy**

January 2019

Headteacher Date:

Chair Of Governing Board Date:

Date of Next Review January 2021

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.

**Assessment, Recording and Reporting Policy.**

*St Andrews Methodist Primary School’s Vision is: Striving for excellence, together as one with God.*

*Linked to our Christian vision, our assessment procedures strive for excellence for each child, no matter what their academic need or background. The aim is for them to individually grow, achieve and be the best that they can be throughout their time at our school.*

**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 requirements.

**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. Judgements made against Development Matters statements and age bands are made throughout the year: Baseline for both Nursery and Reception (within first 4 weeks), Autumn, Spring and Summer.
* Phonics assessments, including letter recognition and key words, are carried out termly.
* One piece of writing each half term in Reception, each 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 isrecorded on an Excel class tracking grid*,* on a weekly basis.

Reading

* Individual reading records, with staff recording progress, on a weekly/daily basis.
* Teacher observations and comprehension activities are completed during guided reading lessons. Skills and knowledge that pupils demonstrate during a lesson are judged against that year groups’ objectives. This information isrecorded on an Excel class tracking grid on a termly basis.
* Phonics tests are carried out at regular intervals throughout Key Stage 1 and records are kept. The Year 1 phonic screening test is administered in June.
* Children from Year 1 to Year 5 are tested using the Salford Standardised Reading Test and to track progress are given a chronological reading age in Autumn, Spring and Summer.

Writing

* Weekly oral spelling tests (Year 3 to Year 6), in differentiated spelling groups.
* Children from Year 1 to Year 6 are tested using the Salford Single Word Spelling Test and to track progress are given a chronological reading age in Autumn, Spring and Summer.
* 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 an Excel class tracking grid on a termly basis.

Foundation Subjects

* Foundation Subjects include Art, Computing, Design and Technology, French, Geography, History, Music, PE, RE and Science.

Assessment in these subjects include:

* Teacher judgements which are made during and after each lesson, against Foundation Subject objectives, from Years 1 to 6. This is tracked using ‘Foundation Subject Trackers’, which are kept in pupil progress files, for review by SLT or Subject Leaders.

Cross curricular teaching and 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:

These include:

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

* Statutory teacher assessments (SATs) for Year 2, in reading, writing and mathematics are administered in May.
* Formal tests for Years 1, 3, 4 and 5 in mathematics, reading, writing and SPAG are administered in November, March and June.
* The Y1 Phonics Screening test for all Y1 pupils and any Y2 pupils who do not achieve the expected standard in Y1.
* 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 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 SEND children are discussed with the head teacher and SENDCO.

**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.
* On a yearly basis, teachers will use a wide range of evidence to award an overall grade for each pupil in all foundation subjects.

**MONITORING AND ANALYSIS**

* On a termly basis, monitoring of the reading, writing and numeracy assessment data is carried out by the headteacher, assessment lead and assessment team. This data is analysed to identify any trends (such as those eligible for pupil premium compared with non pupil premium) 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, deputy head teacher and assessment lead also monitor assessment for learning in reading, writing and numeracy during pupil progress meetings.
* Subject leaders are responsible for monitoring and analysing each year groups foundation subject tracker for their subject throughout the year and produce an action plan and annual review based on this information.
* The headteacher, deputy head teacher and subject leads monitor all assessment data during learning during book scrutinises, lesson observations and during learning walks,
* The assessment lead and headteacher 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 Excel class tracking grids and the end of year levels awarded to each pupil.
* 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’.

**Special Needs.**

Refer to Inclusion Policy.

**Links to other policies and documents:**

Marking Policy

Inclusion Policy

Teaching and Learning Policy