

CANTERBURY CROSS PRIMARY SCHOOL
ASSESSMENT RECORDING AND REPORTING POLICY

Aims

The purpose of assessment at Canterbury Cross

Formative assessment

Provides information which will inform whole school panning, planning for particular classes or groups of pupils, and the planning of specific activities for individuals and groups.

Allow teachers to recognise broad achievement, social, personal as well as academic.

Allows teachers to monitor progress and plan for development.

Enables teachers to gather evidence of attainment in relation to the National Curriculum and informs summative judgements eg Teacher assessments at the end of Key Stage.

Diagnostic assessment

Enables teachers to diagnose strengths, identify areas for development, particularly for pupils with special educational needs and specific needs.

Evaluative assessment

Gives teachers feedback on the effectiveness of their teaching and the organisation and content of the curriculum.

Provides evidence for external agencies

Summative assessment

Allow teachers to make overall judgements based upon cumulative evidence gathered through formative assessment over an extended period of learning

Enables teachers to make a single judgement at the end of a period of learning.

Planning For Achievement

The Canterbury Cross School curriculum overview ensures coverage of the National Curriculum.

Assessment will inform the planning so that all pupils have the opportunity to achieve their potential. Specific learning objectives derived from the National Curriculum and Key Progress Indicators.

Children will have their needs met in a variety of ways to ensure they make progress and achieve.

Assessing The Curriculum

Teachers use Assessment for Learning in every lesson to ensure that children's needs are met, and misconceptions are addressed. This, ensuring progress is made and the children achieve.

Teachers will use a variety of techniques, formative, diagnostic, evaluative and summative and use the school assessment tool-Classroom Monitor-to make their judgements.

Teachers will liaise in making judgements so that judgements can be moderated. Teachers will follow the Canterbury Cross Assessment schedule (three times a year), which includes moderating reading, writing and maths, whole class assessments-using Pira and Puma tests, as well as SATs tests.

Reception use the Reception baseline to assess the children in the first half term. Nursery baseline their pupils also in the first half term.

The school will comply with the statutory requirements for the administration of SATS at the end of KS1 and KS2, as well as Phonics testing in Year 1 and 2, and the multiplication table check in year 4.

Pupil Progress Meetings will be held three times a year and pupils' attainment, progress and any cause for concerns will be discussed.

Recording Achievement-Attainment

At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is passed onto year 1 and if the child moves to another school, it is passed on through SIMs.

Phonics testing results and multiplication tables check results will be passed on where required.

The achievement of pupils at the end of KS1 by teacher assessment will be passed on within the school, and if a pupil moves school to their new school.

Results of Pira and Puma tests in Reading and Maths will be retained in class folders, on the SLT drive and on the Rising Stars website.

Teachers will set targets for each child throughout the year in reading, writing and maths through the Pupil Consultation sheets.

Classroom Monitor is used to assess every subject and in EYFS the progress towards the ELGs and a Good Level of Development.

Reporting Achievement And Attainment

Pupils will receive ongoing feedback about their achievement and attainment from their teacher. This will include information about what the pupil has done well so that this may be built upon, and address areas for improvement.

Parents will receive verbal feedback re their child's progress at Parents' Evenings.

The final Parents Evening of the academic year will provide the opportunity to discuss the pupil's annual report. In Year 2 and Year 6, this will include National Curriculum assessment results.

The Role Of The Teacher

The teacher will:

Plan for achievement with specific learning objectives.

Identify opportunities for assessment and refer to this in planning.

Match the curriculum to pupil needs.

Use a variety of techniques to assess pupil achievement.

Use assessment to inform future planning and target setting.

Record and report achievement.

Work closely with Teaching Assistants to maximise opportunities for learning.

Liase with teachers to moderate judgements about pupil achievement.

Inform the pupil about the learning objectives and targets which their achievement will be assessed.

Mark work / give verbal feedback to pupils to promote understanding of their achievements and focus attention on areas for improvement.

Work with the SENCO to identify targets for children with SEN and formulate IEP's/ EHCP targets-see SEND policy for further detail.

Lead Practitioners will:

Understand that the assessment policy provides the framework in which all subjects of the curriculum are assessed. Curriculum policies will refer to the assessment policy as the means of assessing that subject. LPs will use Classroom Monitor to gather and analyse the assessment data.

The Assessment Co-ordinator will:

Lead on all assessment procedures-statutory and in school.

Facilitate Pupil Progress Meetings.

Support teachers and LPs in how to assess effectively and analyse data.

Analyse data.

Report to the Trustees through the Head teacher's report.