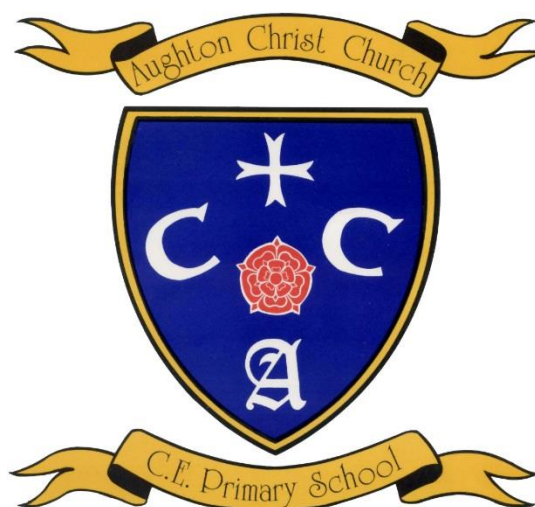


Policy Document

Aughton Christ Church C of E
Primary School

ASSESSMENT, RECORDING AND REPORTING POLICY



Reviewed: January 2023
Next Review date: January 2024



Assessment, Recording and Reporting Policy.

Key Principles of Assessment

Promoting children's learning is a principle aim at Aughton Christ Church. Assessment is an integral part of this process. It provides a framework on which educational objectives may be set, a mechanism for charting pupil progress and helps teachers to plan, organise and implement high quality teaching and learning activities in response to children's needs. Children have the right for their achievements to be recognised and their progress to be recorded and reported to their parents.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment at Aughton Christ Church CE Primary School

We believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Assistant Headteachers work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress.

Key Features of Assessment at Aughton Christ Church CE Primary School

Assessment of Foundation Stage

When children enter the Reception Class an entry baseline assessment is made using various sources of information – nursery settings, observations, parent contributions. A reception baseline is an assessment of children's skills as they begin their reception year. As of September 2021, it became a statutory assessment as part of the EYFS framework.

Early years practitioners observe a child during the first few weeks of joining their group. The main goal is to establish the child's current level of attainment and plan their next steps. The main areas of focus for the reception baseline assessment EYFS are PSED, literacy, communication and language, physical development, and maths skills.

Assessment is key to planning for each child and is continual throughout the child's journey throughout the EYFS. The early learning goals have 3 prime areas which are key to moving into the specific areas. More information on these can be found by looking at the Development Matters in the EYFS Stage document. This document sets out what the expectations are for each age range from birth and to become secure in that age range the teachers must make a best fit decision. All early years setting use this document to support learning.

Evidence is gained from mainly child-initiated activities which may involve scaffolding from adults. This means that the learning that the children have gained from whole class teaching must be shown to be embedded through their play. Other evidence is gained from more formal situations where there may be group activities, from parent feedback and from what the child says about themselves.

Reporting in Foundation Stage

In June, an EYFS Profile will be completed for your child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Your child's level of development must be assessed against the early learning goals and we will indicate whether or not your child is meeting the expected levels of development. This is the EYFS Profile.

Your child's Year 1 teacher will also be given a copy of the Profile report together with a short commentary on your child's skills and abilities in relation to the three key characteristics of effective learning:

- playing and exploring – how your child investigates and experiences things, and 'has a go';
- active learning – how your child concentrates and keeps on trying if he or she encounters difficulties, and enjoys achievements; and
- creating and thinking critically – how your child develops his or her own ideas, makes links between ideas, and develops strategies for doing things.

The Government expects that most children will achieve '**expected**' in most of the 17 Early Learning Goals.

Assessment in Key Stage 1 and 2

At Aughton Christ Church we assess children's learning against the **Key Learning Indicators of Performance** (KLIPs) to help teachers make a judgement as to whether a child is "on track" to achieve that year group's expectations. Children are judged termly to be **entering, developing or secure** in their particular year group. These termly assessments provide detailed assessment information for the teacher to use to inform their future planning of next steps (formative); and overall judgements which can be made more summatively, to enable the senior leadership team to track progress across the school during the year using the Lancashire Tracking Tool. This assists our school with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress and as a means of informing parents about attainment and progress.

Formative (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved and children are given individual targets in reading writing and maths which are shared with parents. AFL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is also encouraged throughout the school.

Summative (Assessing Pupils' Progress/ APP)

This gives a broader view of progress for the teacher and learner using national standards and expectations.

End of key stage Assessment

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 formal assessment

Statutory Requirements are fulfilled by the following:

- Baseline Assessment on entry into Reception class
- End of KS1 Assessments in Maths and English
- End of KS2 Assessments in Maths, English and Science

Reporting to parents

Early in the Autumn Term parents are invited to a class 'Meet the Teacher' meeting, during which the class teacher will explain the curriculum and expectations in the core subjects.

Later in the Autumn term, parents are invited to an individual meeting with the class teacher to discuss progress against age related expectations and attitude to learning and to share individual targets which are reported to parents in a written document. At the end of the Spring Term a second parents evening is again held to discuss progress against age related expectations, attitude to learning and to share individual targets.

At the end of the summer term a written report is sent home to parents detailing progress against end of year age related expectations and attitude to learning. Parents are free to make an appointment to discuss it with the class teacher if they wish to do so.

The end of year written report will include:

1. Progress against age related expectations in all national curriculum subjects
2. Attitude to learning in all national curriculum subjects
3. Targets for further development in reading writing and maths
4. General progress and particular strengths and achievements.
5. Attendance
6. Show statutory end of Key Stage Assessment where appropriate.

Ensuring continuity between Key Stages.

1. School Moderation.

Termly moderating meetings are held to moderate pupil's progress in writing, reading and maths. This ensures that all teachers have consistent standards when making judgements and can see the criteria for progression.

2. External Moderation

We hold moderations with other schools in our cluster to support our judgements.

3. Records of Achievement

These will be started in Reception Class to continue from year to year so that by Year 6 all children have an individual file of their progress and achievements at Christ Church. They may include samples of children's work, photographs, certificates etc. They are a way of involving pupils in their own learning and assessment. They will develop self-esteem and confidence, help the children in setting targets to aspire to and demonstrate that we value their opinion. They encompass our whole school approach to assessment that puts the child and personal achievement at the centre of the learning process.

4. Record Keeping

Each teacher will keep assessment records for English, Maths Science and all other NC subjects which will determine whether age related expectations have been met. Additionally a reading record and phonics record is kept in foundation stage and key stage 1.

Marking

Marking is seen in the context of a whole school approach to responding to children and their needs. The marking should enable children to recognise their achievements as well as areas for improvements. Teachers mark to a traffic light system, green indicating where learning objectives have been met, orange indicating next steps for progression and red indicating where children need to seek help from a teacher (***see Marking and Feedback Policy***).

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