

St. Patrick's School Policy for Assessment, Recording and Reporting of Achievement

Principles

We believe that assessment, recording and reporting are integral parts of the educational process, continually providing feedback and informing future planning. ***Assessment is the bridge between learning and teaching.***

We believe that the careful identification of targets for learning, shared with pupils and parents, promotes an effective learning environment and raises pupil achievement.

Assessment provides opportunities for the celebration of achievement and the diagnosis of areas of need.

Aims

- Assessment will be an integral part of the planning process at all levels and will be used to inform future learning for groups and individuals.
- Assessment systems will be both consistent and manageable.
- Assessment will provide a diagnosis of children's strengths and weaknesses allowing continuity and progression to be planned for.
- Children should be involved in the process of assessment. They are entitled to feedback so that they might recognise and value their achievements and be aware of areas for improvement.
- Assessment provides the basis for recording and reporting to children, parents, teachers and other schools.

Working procedures

Assessment for learning

- The learning objectives/questions and success criteria for every lesson must be shared with the children.
- Guided group sessions provide opportunities for children to talk about their learning, to set targets for future learning and monitor progress towards these.
- Constructive verbal or written feedback is given through prompt and regular marking focussing on the learning objectives/questions and children's targets for learning. (see marking policy)
- Assessment outcomes are used to inform future teaching plans ensuring work is appropriately challenging and matched to ability.

Assessment of learning

- For subject specific assessment procedures refer to the relevant subject policy.
- Consistency of assessment judgements is confirmed through regular moderation meetings and feedback from scrutiny of work by subject leaders.
- The requirements and guidance for end of Key Stage assessment are followed.
- Summative tests (QCA, SATS) are undertaken by children in years 2-5 in the summer term to inform Teacher Assessments which are reported to parents.

Recording

Foundation Stage:

The Foundation Stage Profile is used to track the attainment and progress of children throughout the foundation stage. Assessment data is recorded electronically towards the end of each half term.

Key Stages 1 and 2:

Records of assessments are kept in line with subject policy guidance.

Teacher assessment levels are recorded electronically in Assessment Manager in October, February and June for all children in reading, writing and maths. Analysis of this data is carried out at mid-year and end-of-year to evaluate the progress of cohorts, sub-groups and individuals.

Reporting to parents

Parent/teacher consultations take place in the autumn and spring terms. Targets for reading, writing and mathematics are shared with parents.

Parents receive a written report covering all areas of the curriculum at the end of the summer term, with an invitation to discuss the report if required.

Year 2 and year 6 parents also receive a copy of their child's SATs /TA results along with an explanation of levels and national averages.

Transfer

Transfer meetings take place at the end of the summer term between receiving and handing-on teachers to discuss individual pupil's progress, attitude and particular needs.

Documentation to be passed on

Reading records

Assessment books

Sketch books

Monitoring and responsibilities

- The maths, reading and writing tracking data will be used by subject and/or department co-ordinators to analyse mid-year progress during the spring term. The head teacher or co-ordinators will meet with class teachers to discuss progress and address the needs of children not making expected progress.
- The head teacher has over all responsibility for assessment within the school.
- The governing body is responsible for agreeing targets with the LA for the current year 1 and year 5 children at end of key stage.
- The assessment co-ordinator is responsible for the day to day implementation of the policy.
- Class teachers are responsible for planning, implementing and recording assessments.
- Class teachers will make verbal and written reports to parents.
- Year 2 and Year 6 teachers plan for and carry out SATs.
- The head teacher reviews all written reports sent to parents or other schools.
- The head teacher will evaluate the effectiveness of the school assessment policy with the assessment co-ordinator. Department co-ordinators monitor assessment practice in their departments and contribute to the whole-school evaluation of effectiveness.
- Subject co-ordinators will be asked for support and guidance in assessment practice.