



ST ELIZABETH'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT, RECORD KEEPING AND REPORTING POLICY



OVERVIEW

This school will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. Assessment will be both formative as children learn and summative to evaluate the gains that have been made. It will be kept to the minimum necessary to be fit for its purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

OBJECTIVES

1. To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To record learners' personal and social progress and achievements.
4. To be the basis of feedback to learners and to help them set individual targets for improvement.
5. To ensure efficient and effective continuity and progression of learning across the school.
6. To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
7. To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
8. To assist in the diagnosis and identification of individual and special needs.
9. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
10. To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

STRATEGIES

1. Assessment and record keeping must be kept manageable and to the minimum necessary to be effective.
2. Through formative, continuous assessment teachers must assess pupils' progress, attainment and achievement in lessons and provide them with constructive feedback.
3. At appropriate points summative assessments and tests will be used to assess the gains that have been made by individual pupils and groups of pupils.
4. Assessment and recording should be of a positive nature and celebrate the achievements and progress made by learners.
5. Assessment must be used effectively to show learners what they next need to do to improve.
6. 'Stuck' learners must be identified quickly and given immediate appropriate support to overcome their difficulty.
7. Assessment should be used to underpin the planning of subsequent lessons.
8. Records should be clear, kept simple and easy to understand.
9. Records should include all statutory information.
10. Records should present a broadly based picture of the child, involving all positive aspects of development.
11. Records should develop a profile of the child and might include samples of work and other evidence.
12. Teachers should involve children and parents in assessment and recording as appropriate.
13. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas based on the continuous assessment.
14. In the spirit of work load reduction assessment, record keeping and reporting should be contained within a teacher's normal working day.
15. In our school, the symbols used on our tracking system within each year are as follows:

Emerging, Emerging +, Secure, Secure +, Exceeding, Exceeding +.

It is expected that children should be at either 'Secure' or above by the end of the academic year in which they are in.

OUTCOMES

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy and reporting policy.

Revised and adopted by the Governing Body: October 2016