



Bidbury Infant School

ASSESSMENT, REPORTING AND RECORD KEEPING POLICY

Rationale

Assessment, recording and reporting (ARR) at Bidbury Infant School is seen as an integral part of our curriculum as well as our learning and teaching process (see Learning and Teaching Policy, and Curriculum and Planning Policy).

Effective, manageable assessment and reporting practices provide records and feedback that enable teachers, learners, parents, governors and other members of the Bidbury Partnership to recognise children's personal, social and academic achievements through and beyond the National Curriculum, identifying individual needs and providing the next steps in learning. Pupils are seen as active learners in the assessment process through self-assessment and the interactive process involved in assessment capable learning (see Marking Policy, ACL Handbook and Guidelines).

Purpose of Policy

- To identify the need for and aims of assessment, reporting and recording achievement systems at Bidbury Infant School.
- To ensure common practice throughout the school and the development of common, agreed standards.

Aims/Principles

This school believes that:

- A whole school approach to planning will develop continuity and progression, consistency of provision and will improve the quality of learning and teaching throughout the school.
- We need to provide opportunities to inform, encourage and challenge children through the sharing of learning intentions and success criteria, our marking of their work and their own self-assessment. Assessment outcomes will allow for the setting of future targets and inform curriculum planning at all levels in order to enhance future learning.

- We need to provide a basis for informed discussion between children, parents and teachers and as a means of diagnosing individual strengths and areas for development.
- We aim to produce data records which indicate overall evidence of children's achievements and progression, so that we can identify their strengths and next steps and ensure that we cater for the needs of all and that we are 'adding value' at every stage in their education.
- We aim to use the information to improve the quality of the curriculum by providing opportunities for the regular review of the schools curriculum provision and organisation in order to promote the full potential and development of teaching and learning in school.
- Assessment is the tool which allows children to progress at their own pace and with appropriate tasks.
- Assessment allows for appropriate planning to accommodate differentiated learning.
- Assessment should provide information to inform planning in the classroom and across the school e.g. staff deployment and focus for investment/value for money in time/resources.
- Records provide visual evidence of a child's progress.
- Effective reporting procedures develop a positive working partnership between pupils, parents and teachers.
- Assessment Capable Learning should ensure children understand how to assess their own progress and to identify the next steps for their own learning.
- Children should understand their own strengths and development needs.

ASSESSMENT

Aims

- To monitor the progress of individual children based on knowledge gained through a variety of methods
- To evaluate teaching methods
- To inform planning and guide future learning
- To administer statutory assessment (EYFS, Phonics Screening Check & KS1 SATs)

Guidelines/Practice

Teachers will achieve this by:-

- Making ongoing assessments using a variety of methods including observation, questioning and testing in order to provide a picture of the child's progress and to identify next steps in learning
- Moderating assessed tasks in year groups or whole school as appropriate against Bidbury's Assessment Progressions and Systems
- Agreeing attainment for each child using progressions and identifying stage and whether they are emerging, developing or secure
- Adding moderated tasks to the subject moderation files (Subject Co-ordinator's File) where appropriate to identify attainment achieved. This is the responsibility of the relevant subject manager and the ARR Co-ordinator
- Undertaking Early Years Foundation Stage assessments
- Undertaking DEST screening in Summer Term (Year R) to identify children at risk
- Administering Year One Phonics Screening Check according to legal requirement
- Administering KS1 SATs according to legal requirement
- Identifying small steps for children with SEN in line with requirements of the 2014 SEND Code of Practice
- Liaison with SENCo to agree PSI (Personal Support and Intervention Plans) targets for children at SEN Support (High)/EHC Plans and SEN Support
- Liaison with SENCo to agree group targets for children at Early Intervention (Pre-SEN Register or Delay)
- Liaise with ABCo to agree children on Gifted and Talented register and discuss how their needs will be met
- Planned and incidental observations in the Foundation Stage
- Being informed by learning support assistants of their observations of children

RECORDING ACHIEVEMENT

Aims

- To track and monitor the progress of each child
- To inform teachers, ARR co-ordinator, subject leaders, Leadership Team, children, parents and for subsequent planning
- To involve pupils and parents in the process when appropriate
- To provide evidence of National Curriculum coverage, statutory requirements and for inspections.

Practice

Teachers will achieve this by:-

- Recording progress for all Literacy and Numeracy aspects (e.g. HFW, Phonics etc) on trackers to be updated termly or half termly as outlined in Assessment Protocols (see separate sheet)
- Recording attainment for Science
- Recording reading progress on guided reading sheets
- Maintaining a home reading record in partnership with parents
- Consulting with the SENCO or Behaviour Leader in order to maintain and update PSIs and IBPs and other SEN forms
- Maintaining foundation subject skills tick sheets throughout the year for individual children
- Completing ongoing skill and knowledge trackers for Science, ICT and all foundation subjects
- Using the school Marking Policy to reflect achievement (see Marking Policy)
- Snapshot Overview and Target sheet completed in the Autumn and Spring terms in Key Stage One and through EYFS in Year R, a final report will be written after Snapshot in the Summer term
- Planning and implementing an effective transition from and to receiving school and year groups. This will include, for example, adults visiting children in classrooms, passing on the report, pupil overview record, internal tracking and SATs results. Discussion with the next year colleagues will also occur during the summer term
- Making available, when requested, all evidence for the Leadership Team, and subject leaders responsible for monitoring standards i.e. Curriculum Leader, Assessment, Reporting and Records Leader, core subject leaders

Tracking

- Completed tracking document to be given to ARR Leader and Leadership Team by dates set (see Diary Dates each year for the given deadline dates, Planning Protocols)
- Internal tick sheet trackers need to be completed as an ongoing document and updated within sight of the assessment (e.g. the week it was undertaken) throughout each half term. These will be monitored regularly by the ARR Leader

Section Four

REPORTING

Aims

- Build a partnership with parents and involve them in any aspect of their child's school life that requires a co-ordinated approach
- Meet statutory requirements
- Be clear and unambiguous to parents, pupils and teachers
- Be positive, showing actual examples and evidence
- Reflect individuality of the pupil and their personalised learning
- Ensure that reporting will be approached formally through requested consultations and an annual written report on a child's progress or completed profile, identifying achievements and targets to be addressed
- Ensure that reporting will be approached informally through open sessions that allow parents or parents/children to review current work.

Practice

Teachers will achieve this by:-

- Involving parents when appropriate and being available for informal discussions when the need arises
- Inviting parents in Year R - 2 to a termly meeting when targets for that period are discussed and questions answered. Target sheet on Phonics, Reading, Writing and Number will be given to parent(s)
- Inviting Year R - 2 parents to an initial meeting in the summer term before the children start school/new year groups so that all information may be shared and all concerns answered
- Writing a formal report annually (in summer term) that reviews progress in the Early Years Foundation Stage or National Curriculum, identifies future targets and comments on social awareness.
- Being available for 'follow-up' meetings with parents after the termly and annual reports.

AGREEING STANDARDS

Aims

- To ensure consistency of judgements
- To compile assessed work for moderation purposes in each subject leader's file
- To ensure effective monitoring and quality assurance systems within school, cluster and county.

Practice

Teachers will achieve this by:-

- Informal discussion of pupil's work
- Assessments on work as appropriate
- Attending local network meetings/Local Authority Training and Moderation
- Contributing to subject leader's files to generate moderated evidence of learning
- Holding whole school and year group moderation as appropriate
- Moderating with similar schools within cluster and within county
- Use of EYFS, Phonics Screening and SATs data to aid the review and evaluation of school improvement plans and the methods of learning and teaching

Reporting to Parents

Aims

- To keep parents informed of their children's attainment, achievement and next steps
- To ensure there is an effective home-school partnership

Practice

Teachers will achieve this by:-

- Termly meetings with parents
- Other meetings as necessary
- Regular written reports as to their child's progress and next steps
- Provide parents with appropriate understanding of content and resourcing to support their children at home