



ASSESSMENT, RECORDING AND REPORTING POLICY

Chair of Governors

Signature: Name: Date:

Headteacher

Signature: Name: Date:

Reviewed November 2015

Reviewed October 2016

Amended October 2017

Amended September 2018

Amended September 2019

ASSESSMENT, RECORDING AND REPORTING POLICY

POLICY STATEMENT

- 1) Assessment is an integral part of lesson planning, teaching and learning.
- 2) Assessment will support the pupil and inform significant people in the pupils' life.

For all pupils at Cherry Trees School there is an ongoing assessment that enables them to make progress and celebrate success across the National Curriculum.

All pupils have an entitlement to fair and reliable assessment that promotes individual success across all areas of the National Curriculum.

SPECIFIC OBJECTIVES

- 1) To provide a broad and accurate picture of what the pupil can do.
- 2) To use assessments to make judgements about pupil progress across the curriculum.
- 3) Assessments are used to inform curriculum planning.
- 4) To provide a record of pupils achievement.
- 5) To provide information for significant adults.
- 6] To inform and enable target setting.

ASSESSMENT AND RECORDING

School and Classroom Organisation

- Each child has targets set in all subjects. English, Maths, Science, ICT and P.S.H.E. targets are part of their MAP [My Aspirational Plan] and are shared with parents/carers.
- The assessment package of B Squared is used to set targets along with P levels.
- Learning outcomes and assessment opportunities are identified in daily lesson plans.
- Progress is assessed by achievement of targets.
- Evaluation sheets and / or grids are used to make judgements on individual pupil progress.
- Each pupil has a curriculum file where records of progress and evidence on National Curriculum areas are collated.
- Pupils are given immediate verbal feedback on their work and achievements are recorded through the merit system and celebrated at school assembly.
- Pupils are encouraged to comment on their own targets.
- Each pupil has a box file containing samples of evidence of National Curriculum work they have completed.
- If appropriate, work pupils complete will have any supporting prompts used by an adult recorded on the work. These are physical prompts, gestural prompts and verbal prompts. Some pupils will have written feedback on their work.
- Termly and annual value added data is available using the B Squared package.

- Value added progress is included on MAP sheets for English and Maths and on end of year reports.

Monitoring

- Class and individual progress is monitored for all subjects
- Subject co-ordinators may monitor the evidence of National Curriculum work in the box files.
- The assessment co-ordinator can monitor all pupil data via the 'snap server'.

Reporting

All pupils have Education Health Care Plans, and all have an Annual Review that reviews their plan. This Annual Review also reports on progress made.

If parents are unable to attend a meeting during the day then an appointment is made that suits their needs.

Parents are encouraged to play an active role in target setting for MAP's. These are updated termly. Pupils are also encouraged to set a target of their own.

The Annual Report gives a clear outline of progress made in all subjects. For some pupils it must be noted that there may not appear to be a percentage increase in attainment and this may be because that pupil is achieving by retaining skills and knowledge or by generalising them.

End of Key Stage Results

Foundation Stage teacher assessments are reported to the LA and DofE.

Baseline Assessments are carried out during the first half term of pupils being in school.

At Key Stage 1 the Phonics Check and Key Stage 1 teacher assessments are reported to the LA and DofE if they have been undertaken.

At Key Stage 2, if appropriate, pupils may sit the KS2 SATS papers; otherwise teacher assessments are supplied to the LA and DofE

Guidelines for Assessment

Whole school annual assessment takes place in the summer term using B Squared. B Squared is an assessment package endorsed by Staffordshire.

Each new pupil is also assessed using checklists from IDP if it is considered appropriate to screen for Dyslexic tendencies.

Assessment outcomes should inform teaching programmes.

To enable assessment, targets must be S.M.A.R.T.

[Specific : Measurable : Achievable : Realistic/ Relevant : Timed]

Staff should applaud, celebrate and display pupils achievements in ways which will motivate the pupils to greater success - merit board, social praise, and good work should be displayed. Immediate praise is essential for some pupils.

Assessment outcomes supported by appropriate evidence should be recorded and stored in ways that facilitate ease of access and used by teachers and where appropriate by the pupils. This may be the box files.

The pupil is entitled to receive feedback from any assessment.

A variety of assessment techniques should be used e.g. videos, photographs, pictures, as well as written records, assessment grids, tick charts, modules and curriculum files.

Assessments arrangements will follow statutory assessment orders but not be restricted by them.

The Assessment, Recording and Reporting Policy is approved by the school trustees as part of the policy cycle.