

St Bede's School

Assessment, Recording and Reporting Policy

1 Introduction

- St Bede's School believes the key purpose of assessment is to move children on in their learning, giving a clear picture of how well each and every child is doing
- It is important that our staff know what has been remembered, what skills have been acquired and what concepts have been understood
- As part of our Assessment for Learning (AfL) strategy this enables teachers to reflect on what children are doing and informs their future planning
- Our assessments help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation
- Our assessments also provide information for others including
 - Parents to involve them and to show progress and/or concerns
 - Other staff to help them to plan and gain informed views
 - Outside agencies to provide evidence of attainment

2 Planning and Assessment

- Each teacher is responsible for generating a Long Term Overview for the classes and subjects they specifically teach, expanding them into relevant Medium Term Plans
- Short Term Reviews include all teaching activities, resources, grouping arrangements and assessment opportunities as appropriate relating to the Medium Term Plans
- Assessment opportunities may be included in any stage of the planning process and form the next stage of teaching and learning identifying evidence to be collected

3 Evidence

- Evidence is information that supports a judgement
 - To support decisions of both formative and summative assessment
 - To evaluate curriculum provision and learning experiences
 - To inform staff, parents, transfers and referrals of specific findings and conclusions
- A wide range of evidence is kept in the form of
 - Tracking grids for individuals, classes and school
 - Extended writing tracking ('purple book')
 - Variety of reading and language records
 - Children's exercise books and files
 - Coursework files for Easter Term
 - Teachers' notes of observations
 - Test and end of term examination results
 - National Attainment levels for KS1 and KS2 age children
 - Self-assessments by individual children

4 Types of Assessment

- We believe assessment can all fall into two very distinct outcomes
 - Assessment OF Learning
 - Broadly speaking where it is the measurement that is important
 - Assessment FOR Learning
 - Broadly speaking where importance lies with informing planning

- Formative Assessment
 - These day-to-day assessments help us to monitor progress, providing pupil motivation and informing planning through observation, discussion and evidence
- Diagnostic Assessment
 - These assessments are carried out by our teachers to help identify strengths and areas for development of individual children through individual programmes of work, checklists and specific activities/tasks, and support agencies via the SENCo
- Summative assessment
 - These assessments are used throughout the school to help us decide what a child can do at a particular time through review of a specific theme or topic covered, curriculum tests/exams and age-related standardised testing, and Half Term Grades and Term Reports

5 Methods of Assessment

- At St Bede's School the major methods of formal assessment are
 - Termly tests in curriculum subjects from Form III upwards
 - Christmas and Summer termly curriculum examinations from Form I upwards
 - Easter Term Coursework Module assessment for all children in most subjects
 - Regular Basic Skills assessments for each child each in
 - Reading / Spelling / Writing
 - Number Recognition / Number Bonds / Multiplication Facts
 - Reading and Spelling Age testing
 - Annual KS1 and KS2 SATs testing

6 Recording

- We believe that recording needs to be ongoing, manageable and useful
 - Helping teachers monitor children's progress regularly
 - Recognising and celebrating achievement with each child
 - Aiding memory, noting specific achievements and gaps in learning
 - Documenting evidence for strengths and areas for development
 - Informing planning of what would best set to do next in each lesson
 - Enlightening future planning for the subsequent members of staff
 - Forming a basis for reporting to children, parents and other schools
 - Providing a summary for discussion regarding verbal and written reports
- At St Bede's we ensure that we record the following findings
 - All results of term tests and end of term examinations, documenting each child's attainment and class average as percentages to enable evaluation
 - Outcomes of Basic Skills testing throughout the school, tracking each child's marks on tracking grids in order to produce class and whole school trackers
 - All result from yearly assessments which are age-related and standardised, producing national attainment levels which can be compared to the norm
 - Individual members of staff may also document their own observations and remarks in both pupil's and their own records as appropriate and applicable

7 Reporting

- At St Bede's we believe that reporting takes place between teachers both formally at specific meetings and informally on a day-to-day basis, culminating in a holistic view
- Children's achievements and issues are discussed regularly, and reported to the pupils at 'Mentioning' and other times when the school meets
- Reporting to parents in both formal and informal ways is seen as important by our staff, and we have a 'personal contact open door' policy regarding discussion
- Our younger children's planners provide a two way communication about progress, achievements and issues that can be shared with parents on a regular basis

- Parents Evenings are held yearly in the Easter Term, giving opportunity to discuss their child's progress with all teachers that are involved in their child's learning
- Written reports are produced at Christmas and the end of Summer Term
 - Showing the child's own attainment in test/examination as a percentage
 - Displaying the class average regarding the test/examination for comparison
 - Stating the course content for that term's work for parental information
 - Including teachers' comments and an account of pupil achievement/issues
- Target Report are prepared at the end of the Easter Term, indicating specific subject targets for the children to aim for before the end of the academic year
- End of term reports and half term grades sheets also appraise children in
 - Effort
 - 5 - exceptional effort
 - 4 - committed effort
 - 3 - adequate effort
 - 2 - limited effort
 - 1 - inadequate effort
 - Achievement
 - A - achieving high standards
 - B - achieving above average
 - C - achieving average standards
 - D - experiencing difficulties
 - E - considerable difficulties
 - Presentation
 - 5 - exceptional presentation
 - 4 - committed presentation
 - 3 - adequate presentation
 - 2 - limited presentation
 - 1 - inadequate presentation

8 Assessment, Recording and Reporting in EYFS

- Continuous assessment is made of children in the EYFS in the seven areas of learning:
 - Three PRIME areas of
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
 - Four SPECIFIC areas of
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- Recording of success is also continuous and will be made on each child's progress via a 'Learning Journey' to which parents may contribute. At the end of a child's EYFS education an EYFS Profile is completed, summarising your child's learning and development in relation to the national EYFS assessment scales and learning goals. Parents will receive a copy, who may also be invited to discuss the content.
- If you require any other information regarding the EYFS Profile please visit: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>