

St Edward's RC Primary School



ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

"I have come that you may have life, and have it to the full." [John 10:10]

School Mission Statement

OVERVIEW

This school will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It will be kept to the minimum necessary to be fit for 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.

The school use Target tracker to manage the assessment and Tapestry and Target tracker in the EYFS.

Each teacher will have a termly review of their assessments with the SLT to review progress and assessments and plan any interventions that are required.

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 by recording his/her progress and achievements in knowledge, skills and understanding.
3. To celebrate and record learners' personal and social progress and achievements as unique individuals.
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 Head teacher and other leaders a clear picture of standards, progress and achievement within the school.

STRATEGIES

- 1. Learners' work should be regularly monitored, evaluated and reviewed. They should be given clear feedback about their strengths and areas for development.**
- 2. Staff should discuss learners' work with them and they should be told about their progress and achievement. Fair and realistic targets for improvement should be agreed. These are also shared with parents each term in a parental conversation and report (summer term).**
- 3. Recording should be of a positive nature and celebrate the achievements and progress made by learners.**
- 4. Records should be clear, kept simple and easy to understand.**
- 5. Records should include all statutory information.**
- 6. Records should present a broadly based picture of the child, involving all positive aspects of development.**
- 7. Records should develop a profile of the child and might include samples of work and other evidence.**
- 8. Teachers should involve children and parents in assessment and recording as appropriate.**
- 9. Assessment and record keeping must be kept manageable.**
- 10. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas.**
- 11. In the spirit of work-load reduction, teachers should try to contain assessment, record keeping and reporting within a normal working day.**

OUTCOMES

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognizes 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.

Revised and adopted by the Governing Body Sept 2018