



St. Thomas More Catholic Primary School

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ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

Planning, assessing, recording and reporting are all integral parts of teaching and learning. They provide information which is both reliable and valid. Above all, good assessment should motivate.

Recording of assessment outcomes is based on sound assessment, charting the learner's progress. Where assessment records are shared and discussed with the learner they become formative. When shared with parents they provide a basis for discussion and the potential for enhancing parental involvement. For a receiving teacher or school they provide an invaluable resource of progress information for the learner and teacher to build upon. Reporting is a distillation of the information built up within the recording process and is aimed at teachers, parents and other schools.

Aims and objectives

At St Thomas More we aim to:

1. Ensure that Assessment is integral to curriculum planning and therefore pupil progress
2. Enable pupils to assess progress within their own learning, through agreed class targets, group targets and individual targets
3. Allow teachers to recognise and close any gaps in pupils' learning
4. To give pupils an understanding of how they can improve their own work and therefore raise their own standards
5. Keep up-to-date records on assessment for each class and pupil
6. Inform pupils, staff and parents of progress and achievements made
7. To provide the headteacher and governors with information that enables them to make judgements about the effectiveness of the school.

Assessment

Assessment at St Thomas More School falls into two broad categories

1. Formal, written, externally produced assessments such as SAT's, Abacus, White Rose and NFER Tests
2. Teacher Assessment informed by internal quizzes, tests, observations, discussions and marking (scrutiny) of children's work

Formal Assessment

- Baseline Assessment is carried out in Reception during September and October.
- Early Years/Foundation Stage Assessment is ongoing during the Reception Year.
- Phonics Screen is taken in Year 1 in June.

- Key Stage 1 Standard Assessment Tasks in Reading, Spelling Punctuation and Grammar and Mathematics are taken in May by children in Year 2.
- Key Stage 2 Standard Assessment Tests in Reading, Spelling, Punctuation and Grammar Mathematics and Science (sample) are taken in May by children in Year 6.
- There are end of half term and termly assessments carried out across the school - see Assessment Cycle.

Teacher Assessment

Teacher Assessment is an integral part of teaching and learning and as such, serves several purposes:

- **Formative** This occurs in every lesson and is an important part of curriculum planning to create the next steps in children's learning. This is day to day ongoing assessment (Assessment for Learning) made up of a repertoire of teaching strategies, based on how well children fulfil learning objectives. It includes providing feedback and involving children in improving their learning. This will inform teachers' planning, differentiation and groupings.
- **Diagnostic** This is assessment that provides a more detailed picture about individual children's strengths and areas for development.
- **Summative** This is that assessment provides 'snapshot' testing which establishes what a child can do at the time (Assessment of Learning). We use a range of these strategies to support us to assess pupils' learning at the end of a unit of work.

Marking and Feedback to pupils

Feedback to pupils is very important, as it tells them how well they have achieved, and what they need to do next in order to improve their work. We have an agreed code for marking -see appendix
Verbal feedback is given to pupils whenever possible. This may be done when the children are working during the lesson, or at the start of the next lesson. Comments on the children's work are written in their books. These focus on identifying key strengths and areas for improvement. Comprehensive comments happen most regularly in writing tasks and less so in Mathematics work as immediate oral feedback is more effective in Mathematics.

Pupil progress meetings

At least once a term, teachers will have a formal meeting with a member of the senior leadership team to discuss pupil progress. The focus of these meetings is to remove barriers to learning and close any gaps in a pupil's learning.

Recording

1. All formal test results are recorded. A gap analysis is then undertaken which is used to plan the next stage in each subject area for the class, group or individual whichever is appropriate.
2. Teachers keep records of weekly spelling and table tests, quizzes and informal tests to monitor progress and also to motivate the children to make an extra effort with their learning.
3. Parents are informed of test results to enable them to have an understanding and knowledge of the progress their child is making.
4. Teachers record pupils achievements based on school year expectations each term. Targets are set at the beginning of each term based on TA.
5. Achievement and Progress is recorded on Target Tracker

Reporting

1. As stated above all records of achievement are passed on to the next class teacher and teachers have a formal discussion about each child with the next class teacher.
2. Formal assessment records and targets are passed on to the next teacher via target tracker
3. Parents are informed about teaching and learning in the Curriculum Broadsheet sent out in September and through discussion at the Curriculum Evening in September.
4. Parents are informed about their child's progress at the Parent Consultation Evenings in November and February.
5. Parents are informed about their child's overall progress in the Annual Report in July. This is followed by an invitation to discuss the report on an individual basis with the class teacher.
6. Parents are issued with an open invitation to discuss their child's progress at any other time during the school year with either the class teacher or the Headteacher. An appointment can be made to meet a teacher after school except on Mondays when the staff meet together to discuss curriculum and other school issues.

Special Education Needs

Assessment is made against the targets outlined on each child's One Plan. The class teacher, SENCO Parents and relevant Learning Assistants all contribute to Special Needs Assessments and these assessments inform the planning of the next step targets.

Review meetings with pupils and parents take place at the end of each term.

School Assessment Data

School Assessment Data such as the Raise on Line is used to assess how well the school is doing in relation to other similar schools and indeed how well it is doing in comparison to previous years. This information is shared with Governors. After analysis of this data any shortcomings are included and addressed in the following School Improvement Plan.

Moderation

Moderation takes place across the school and with other local schools to ensure standards and achievement are high, consistent, effective, fair and thorough.