



POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Policy for Assessment Recording and Reporting (ARR)

Issue Number	Date	Author	Approver	Changes
1	12.11.25	E.Hopwood		Newly Written

Our Mission statement:

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships. Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER

Rationale

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. The key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that teachers know what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning.

Assessment at Poulton St Chad's CE Primary School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

Principles

- Assessment is at the heart of teaching and learning.
- Assessment is fair.
- Assessment is honest.
- Assessment is ambitious.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information for pupils, parents and teachers, school leaders and governors, government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Types of Assessment

Formative:

This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are recorded on the school tracker, our assessment and tracking tool. Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets. Please see our Marking Policy for more information.

Summative:

Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils.

Diagnostic:

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g. Single Word Reading Test, Single Word Spelling Test, Phonics Phase Assessment, miscue analysis, etc. Further information can be obtained from the school's SENCO.

Self-Assessment and Peer Assessment:

Wherever possible, children are involved in assessment. This encourages pupils to take responsibility for their own learning by teaching them to evaluate their own achievement against shared learning outcomes. It helps them identifying their own strengths and areas for improvement. It encourages individual learning goals and action plans for future progression. It fosters a self-reflective learning culture and encouraging independence in learning. At St Chad's we refer to this as 'three circles'. These are 3 small steps towards achieving the overall lesson objective.

Examples:

- Pupil targets
- Self-marking against targets and teacher points for improvement from the previous piece of work
- Homework
- Contributing to their own reports and Pupil Passports/TLPs (Targeted Learning Plans)
- Three Circles

How children are assessed in the Foundation Stage

During their time in the Early Years Foundation Stage children are assessed using the Development Matters statements, which detail the key milestones a child should achieve in age bandwidths, given in months. These assessments are based on the practitioner / teacher's ongoing observations and assessments in the prime and specific areas of learning:

Prime Areas:

Communication and language

Physical development

Personal, social and emotional development

Specific Areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

In addition, observations are made on the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – known as the characteristics of effective learning. These characteristics underpin learning and development across all areas and support children to remain effective and motivated learners.

Recording Assessments

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods. Good Practice encourages:

- Common Assessment marks/grades recorded in Teacher Mark Books
- Homework marks/grades recorded in Teacher Mark Books
- Internal Exam marks/grades recorded in Teacher Mark Books/school tracker
- Half termly teacher assessed levels on school tracker

Some children who are not yet working within the National Curriculum, may be assessed using PIVATS and their

progress tracked and monitored accordingly.

Teacher records can inform reporting, both formal and informal, to pupils, parents, subject coordinators and Senior Leadership. Assessments are recorded in a variety of ways:

- Individual teachers' assessment sheets
- Termly teacher assessments for Reading, Writing and Maths and all Foundation Subjects

Reporting

Recording and Reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher.

Formal Reporting:

- Ongoing upkeep of pupil targets by teachers, children and parents
- Targets shared between teachers and children
- Twice termly parent consultations (Autumn and Spring Term)
- Written report to parents, informed by both statutory tests and teacher assessments (Summer Term)
- SEND children have their Pupil Passport/Targeted Learning Plans progress shared termly with parents

Informal Reporting:

- Continual verbal feedback to children by their teachers
- Verbal feedback to parents when necessary

Reporting to the Governing Body:

- Termly headteacher's report.
- Bi-termly meetings between subject leaders and link Governors for all subjects.

Roles and Responsibilities

Class Teachers

It is the responsibility of the class teacher to:

- Use assessment for learning procedures every lesson to ensure progress
- Plan and prepare future work based on assessment showing individual needs
- Compile and maintain individual pupil records
- Compile and maintain individual IEPs/Pupil Passports
- Report to pupils, parents and staff on progress
- Liaise with the relevant coordinators for advice or support as required
- Report to parents as required re individual pupil progress
- Conduct with Senior staff formal overview of pupil performance after internal assessments
- To liaise with support staff who work with children in interventions and use their assessment to inform further interventions

Subject Leaders

It is the responsibility of the Subject leader to:

- Ensure that all teachers are skilled in assessing and levelling accurately within their given subject
- Ensure that all teachers keep regularly updated assessments within their given subject
- Produce Subject Leader reports to Governors

Senior Leaders

It is the responsibility of the Senior leaders to:

- Keep a termly overview on children's' progress (school tracker)
- Attend SLT meetings to ensure a clear strategic overview of progress within the school
- Use all strategic assessment information to inform resourcing
- Support and challenge class teachers

School Governors

It is the responsibility of the school Governors to:

- Support and challenge Senior Leaders
- Keep a strategic overview of the strengths and weaknesses of the school by asking questions and having a sound understanding of the assessment information.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Curriculum policy
- SEND policy and information report
- Equality information and objectives

This policy will be reviewed every 3 years by the Headteacher/Assessment Leader/Governing Body Curriculum Committee. At every review, the policy will be shared with the full governing board.