

Houghton Regis Primary School

Assessment Recording and Reporting of Achievement Policy Statement

September 2014

Rationale

Assessment, recording and reporting is seen as an integral part of planning and teaching in order to give information about the specific strengths, difficulties and achievements of children in our school; thus enabling teachers to consider appropriate learning opportunities. It is realistic and manageable and relies on the informed professional judgements of teachers. A wide range of achievement is considered which reflects the individuality of the child.

Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning.

Assessment must provide information that justifies the time spent;

- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Purposes

Assessment, recording and reporting are essential to ensure effective teaching and learning for all children.

Effective assessment, recording and reporting recognises the role of each type of assessment.

Formative Assessment and recording involves some discussion between teachers and pupils which begins to give pupils a sense of purpose and direction. It is a continuing process, which encourages independent learning by involving pupils in review, reflection and informed decisions about setting realistic targets.

Diagnostic Assessment detects strengths, weaknesses and learning difficulties. Specific action, in the form of remedial or extension work may be instituted as a result of this assessment.

Summative Assessment records and reports the current position of the pupils in respect of the curriculum or personal development. The nature of the record should recognise that the audience is someone other than the teacher or pupil.

Evaluative Assessment provides information regarding the effectiveness of the curriculum, teaching or organisation; thus allowing planning for continuity and progression.

As we implement and develop this policy within our school we will expect to see the following outcomes in practice.

Intended Outcomes

Pupils will:

- * recognise their own progress.
- * be able to discuss their own progress.
- * have individual needs identified and reflected in assessment methods.
- * have their achievement outside the National Curriculum recognised and credited.
- * express a sense of pride in their achievement whatever the level.

Teachers will:

- * have evidence to support their judgement regarding National Curriculum levels.

- * find documentation usable and useful.
- * be concerned to identify success and competence.

Assessment will:

- * be seen to be fair and valid.
- * give an up to date overview of pupil progress.
- * be an integral part of the planning, teaching and learning process.
- * adhere to statutory requirements.
- * enable the diagnosis of individual strengths and weaknesses.
- * provide a means for parents to become involved and encourage their children.

Documentation will:

- * be manageable and useful.
- * be informative.
- * readily available.
- * consistent through the school.

Reporting to Parents

- Open days will be held for parents of pupils in the Foundation Stage 1 to discuss their child's progress.
- Three formal parent consultation evenings will be held each year in October, February and July. Attendance at these evenings will be monitored and requests/concerns followed up and actions initiated.
- Opportunities for individual appointments with parents/carers will be made during the year as necessary and/or requested.
- Each child will receive an annual written Report which can be discussed during the July parents evening.
- Parents of children in Year 2 and Year 6 will receive individual SAT test/task reports.
- Parents of pupils on IEPs will be consulted/reported to on a regular basis as indicated in the SEN policy.

Practices and strategies will be regularly reviewed.

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