



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Policy for Assessment, Recording and Reporting

Aims

The assessment, recording and reporting policy will help Pupils to:

- Recognise and celebrate a wide range of achievements.
- Identify their strengths and areas for reinforcement and development,
- Take responsibility for and make informed judgements about, their future learning.

The assessment, recording and reporting policy will help Teachers to:

- Be fully aware of their pupils' achievements in order to guide their future learning.
- Evaluate the effectiveness of teaching strategies and materials in their curriculum planning.
- Make informed judgements relating to the way the curriculum is planned and resourced.

The assessment, recording and reporting policy will help the School to:

- Make informed judgements relating to the way the school's curriculum is being planned, delivered and resourced.
- Communicate effectively pupils' achievements to parents, governors and other responsible parties.

Principles

- Assessment is integral to teaching and learning and is continuous.
- The whole school is involved.
- Pupils' achievements – academic and personal – within and outside the school - are celebrated.
- It informs teachers, parents and pupils about progress.
- It is objective.
- The success criteria for learning is shared with the pupils in each lesson.
- Pupils are heavily involved in the processes of assessment, review and target setting.
- Personal qualities are assessed through supported self-review.
- Discussion between teacher, child and parent is important.
- Statutory requirements are met.

Additional Educational Needs.

Many pupils may experience Additional Educational Needs at some time during their school life. The nature of these needs may be long or short term, and applied to the very able or the lowest attainer, academic, behavioural, social or health (or a combination). Parental partnership is vital if we are to ensure these pupils' needs are met. Assessment of pupils with AEN will need to be applied on an individual basis. For some pupils, formal summative testing may not be appropriate. Further details may be found in our SEN policy.

Equality of Opportunity.

All pupils regardless of race, gender or social origins will have the exact same entitlement to the assessment procedures within the school. Teachers will guide individuals towards achieving the greatest success via a comprehensive and varied system of assessment. Appropriate resources can be targeted to meet pupils' needs and a range of relevant tasks can be constructed to enable pupils to succeed, build on strengths and find strategies to overcome weaknesses.

Methods of Assessment

The school employs a variety of methods of assessment including:

- ✓ Formative Assessment – daily marking, discussion, observation with feedback.
- ✓ Peer Assessment
- ✓ Self-Assessment
- ✓ End of term assessment
- ✓ End of Year Assessment
- ✓ End of Key Stage Assessment

Foundation subjects are assessed through observation of pupils and level descriptors are used to give a summative assessment.

Individual Target Setting

Teachers involve pupils daily in English and Maths to determine their individual needs and set targets. Successes are built upon, areas for development identified and strategies for achieving targets are developed. These targets are individualised and pertinent to the needs of each child. The children are continually reminded to tackle their targets, with the expectation that they will be quickly met. All targets should be SMART targets and meet the individual needs of the child.

Recording Assessment

- Detailed analysis of summative Reading, Writing and Mathematics assessments are carried out by the relevant subject leaders, SENCO and Head 3 x a year in Term 2, 4 and 6.
- On-going, formative assessments are held by the class teachers.
- Records are transferred to the next teacher at the end of the year.
- Pre-School records are passed on to the Foundation Stage teacher, KS1 results are entered into the school database and passed on to the next teacher.
- KS2 results are passed on to Secondary Schools with a summary of curriculum coverage and an indication of level of achievement.

The school uses RaiseOnline, Fischer Family Trust and Making Figures Speak to access, interrogate and analyse assessment data.

Assessment for Learning (AFL)

Pupils at Cobham Primary School are given continuous focused feedback on progression through daily marking and discussion. The school Marking Policy identifies 'next steps' for pupils which give each child individual specific information on how to move forward. These targets are individual and the children are regularly drawn to them to ensure that they are fully aware of the next steps in their development.

Reporting to Parents

Formal interviews are offered during the Autumn, Spring and Summer terms, and formal annual reports are written in term 4.

End of Term Progress Cards are shared with Parents in Term 1, 2, 5 and 6.

Informally teachers communicate with parents via the child's reading record book, verbally at the beginning or end of the day or by telephone or interview should the need arise.

National Assessment Data

Parents of pupils in Year 2 and Year 6 are given their child's results in the statutory tests as well as comparative national data.

Date: April 2016

Head teacher: Jacqueline Saunders

Member of Governing Body: Kate Cresswell

Review Date: September 2017