



## St. John's Primary School

### Assessment, Recording & Reporting (ARR) Policy

"Assessment is the judgement teachers make about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work and testing. Recording is a teacher making a record of significant attainments to inform curriculum planning and reports to parents or others. Reporting is the process of informing others, including parents, the Head teacher, the child's next teacher or next school and the child. Records of children's attainments should be useful when preparing these reports. The most manageable systems are those that integrate curriculum planning, assessment, recording and reporting so that each process is not an additional burden."

*Ron Dearing*

#### Rationale

All pupils and parents are entitled to information regarding their academic progress. These judgements will have been informed by structured teacher assessments, the systematic recording of progress, and will be communicated via the schools reporting system. Each student is entitled to be assessed through tasks appropriate to his or her ability level in order to ensure the maximum opportunities needed to achieve progress. Children and parents are entitled to receive information regarding the social, moral and cultural development of their child, through the monitoring of progress, as well as information regarding attendance and punctuality. Students will be positively encouraged to engage in self-assessment as well as the planning of their own learning development through opportunities provided for by their teacher.

#### Types of Assessment

Assessment is an integral part of teaching and learning and must be a constructive and positive experience. It serves five main purposes:

**Formative** - provides information about children's progress which teachers will use to make decisions about the next steps in their learning.

**Diagnostic** - provides information about children's strengths and weaknesses.

**Summative**- provides information about pupil progress and attainment reached at certain points in time e.g. at the end of a key stage.

**Evaluative** – provides teachers information about the effectiveness of their teaching.

**Informative** – provides information to parents about their child's progress and to the wider community about the school's achievements.

Formative assessment is by far the most powerful form of assessment and is used daily within the classroom to help drive children's learning forward. This can be seen as written feedback (marking), as well as through formative comments following on from observations, discussions and questioning. In order to inform any judgements made for the purpose of levelling, a class teacher may utilise a range of data, as well as all of their formative judgements, including, but not limited to:- Star Reading Assessments, spelling assessments, unaided writing and mental maths/ tables tests.

#### Recording

St. John's School currently uses different systems in order to record and monitor pupil progress. SIMs is used at the end of each term to record progress and pupil coverage in Reading, Writing and Mathematics. Pupil progress is interrogated through book scrutiny and discussed in key stage meetings, pupil progress meetings, reviewed for Provision Plans to provide focused support in class and in planning key stage management time.

## Assessment Cycle

St. John's School has a rigorous assessment cycle in place. This ensures that each and every child achieves their full potential and most pupils attain the national expectation and above, as a minimum. 'Book scrutiny' is conducted to ensure that the class teacher's assessments are based on high quality marking (in line with our marking policy) and that pupil assessments are based on breadth of evidence. Assessment will encourage children to have high expectations and be able to plan the next stages of their learning.

## Yearly Assessment Procedure for St John's School

- In December all class teachers to put in their pupil predictions for end of year on SIMs.
- All Class teachers to complete SIMs data termly.
- In February, SLT meet with Yr1/2, Yr3/4, Yr 5/6 Class Teachers to review predictions of pupils in English; book scrutiny of English books, review pupils' learning traits and discuss progress for group cohort and individual pupils selected by SLT. Findings for English will be documented and targets with CTs agreed.
- In March, Maths Lead to repeat the process for maths and document findings.
- May/June – all classes put data on SIMs with end of Year assessment grade in reading, writing and maths. This final result will be triangulated with the assessment of pupils' understanding of the skills and knowledge of key objectives, supported by work in books and alongside evidence and knowledge of every child's traits in learning. All this information will culminate in an overall level for each pupil.
- Year 2,4,6 will send end of year grade for the pupils in their year groups to the Department in May/ June.

## Reporting

There are two reports each academic year. During the autumn term teachers meet parents to reflect on how the child has settled in to their new year group and identify a child's attitude to learning. In the spring term, a written report focuses on progress within the core subjects and is supported with parent consultation. In the summer term, a final report gives a summary of the child's progress over the year, both academic and non-academic progress and sets a clear target to be worked on next term. Parent consultations are optional in the summer term or by request of the class teacher e.g. for children with a Provision Plan.

## CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
1.0	November 2011	James Matthews	First policy in line with new procedures
2.0	November 2016	SLT	Second policy updating procedures in line with the new curriculum
3.0	November 2017	Trudie De La Haye	Third policy updating procedures in line with the new Assessment Framework.
4.0	January 2020	Trudie De La Haye	Updated