



MERSEY VALE PRIMARY SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

At Mersey Vale Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.

We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Mersey Vale we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

Introduction

At Mersey Vale Primary School we **assess** the achievements of each pupil in order to track their progress against the national standards set down in the National Curriculum 2014 and the Early Learning Goals. We use a range of assessment strategies, and these assessments help to inform teachers of what each child can do, and so inform the next step for planning and learning for all children. Through effective assessments we are able to judge the standard of teaching and ensure continuity and progression. Good assessment helps us to raise the standards of attainment throughout the school.

We **record** assessments in a variety of ways in order to confirm end of year and end of Key Stage teacher assessments. Through our records we can identify patterns of learning, which help us set up individual and group targets for improvement. Through SIMs Programme of study tracking system, Stockport LA tracking software and our own excel spread sheets, we track each child's progress termly, throughout an academic year.

Our records enable us to **report** to the children on the progress they are making. We use them to write detailed end of year reports to parents/carers and to discuss children's individual progress and targets at regular parents' evenings. Using our records we are also able to report effectively to any outside agencies who may be involved with individual children.

ASSESSMENT AND RECORDING

AIMS:

- To provide evidence of children's learning
- To inform planning and ensure an appropriate level of work for each child
- To help set challenging, yet achievable targets for individuals and groups
- To ensure a creative, exciting and enjoyable curriculum
- To measure the how well targets have been achieved and inform next steps to learning
- To monitor progress and provide evidence of continuity and progression
- To involve children in their own learning journey

- To facilitate the process of moderation
- To recognise and celebrate a whole range of pupil's achievements
- To account to parents and governors

In order to achieve these aims we follow the procedures detailed below;

- On entry to school in the Foundation Stage, children are given a baseline assessment set out in the Early Learning Goals. Children joining the school at a later stage are given initial assessment by the teacher of the class they enter. Children whose first language is not English are given additional assessment using a specialised set of criteria developed by the school, in conjunction with Stockport's Language Services.
- All teachers assess on a daily and weekly basis using a variety of strategies. The following methods are used: observations; discussion; careful strategic questioning; note taking; scrutiny of work; marking and feedback; video and photographs. Teachers record their findings within their own files, although not all of this ongoing assessment is in written form. Scrutiny of books by Senior Leadership Team and Governors happens termly/ annually.
- All teachers assess aspects of Literacy and Numeracy weekly and this is recorded within their class planning and children's books. These notes and annotations are used to inform future planning for individuals and groups of children.
- Blocked units of work are assessed at the start and end of each unit. These include Science, History, Geography, Art & DT, RE, MFL, PSHE and Computing.
- At three points during the academic year a formal assessment week takes place from Reception through to Year 6. During these weeks teachers assess aspects of Literacy and Numeracy. These assessments are recorded on SIMS Programme of study tracking system and individual work is kept in pupil profile books. These assessments allow teachers to identify any children working significantly above or below year group expectations. It is intended that these assessments inform planning, monitor progress and standards, measure the achievement of targets and help to report accurately to parents.
Assessment weeks are held: November
March
June (for Year2 & 6 assessments will be in the form of National tests)
- At the end of the year, using all data collected, the teacher assesses and records the achievements of each child in the class according to national curriculum levels. These achievements are shared with parents through an annual written report, shared during our Report sharing afternoon.
- Achievements in reading are monitored and assessed through guided and individual reading sessions. Progress is recorded through a standard system throughout school and levelled guided reading sheets help staff to target the needs of all children.
- Staff meetings are regularly put aside to moderate children's work. At these meetings staff assess within year groups and across Key Stages in order to monitor progress.
- A record is kept in the office on each child in the school. This contains all relevant documents and a copy of all their class reports.
- In order that assessment and recording does not become burdensome and irrelevant we retain only a sensible amount of evidence. Evidence is kept for one academic year.

REPORTING

AIM:

At Mersey Vale Primary School the aim of reporting is to inform the children, their parents/carers, other teachers, governors and any other agencies who need to know what progress they are making and what targets that have for the future.

In order to achieve this aim we follow the procedures detailed below;

- We give an annual, detailed written report to parents/carers, in accordance with statutory requirements, which are;
 1. To comment on each national curriculum subject, as well as extra-curricular activities, homework and any other relevant achievements.
 2. To celebrate strengths and target areas for development within each national curriculum subject.
 3. Report on pupils' attendance
 4. Give national curriculum statutory data where applicable
 5. Invite parental comment on the report
- We invite parents/carers into school in the Autumn and Spring terms, in addition to meeting to discuss the annual report, to discuss their child's progress and targets.
- We inform parents/carers whenever there is a particular issue concerning their child and invite home-school discussion. We work closely with parents/carers to resolve any problems that have been identified.
- Using assessment data we report to other teachers, and other schools, where appropriate, about children's progress and attainment.
- Governors are kept informed of targets that have been set within the school, SATs results and progress that is made in raising standards throughout the school.
- When necessary teachers may be asked to prepare reports for outside agencies, such as social services, to give information on a child's academic progress or behaviour in school.

Reviewed January 2018