



## Goring C.E. Primary School

### ASSESSMENT AND RECORDING

Policy reviewed and approved by the Curriculum Committee: 23 September 2019

Signed ..... Chair of Governing Body

Review Date ...September 2021

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

#### 1. ASSESSMENT

##### Why Assess?

At Goring C.E. Primary School, we believe the key purpose of assessment is to move children on in their learning. Prompt and regular marking and feedback occurs throughout the school. Feedback may be written or verbal. Continued monitoring of each child's progress gives a clear picture of the progress each child is making with their learning. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on each child's next steps and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the Local Authority and the National Achievements. Our assessments will also provide information for others including:

- Parents, to show progression/concerns, and involve them in the teaching process;
- other teachers and staff, to help them plan for progression and gain informed views;
- outside agencies, to provide hard evidence of attainment;
- the Special Educational Needs & Disabilities Coordinator (SENCO) to provide hard evidence of attainment.

Planning should indicate appropriate assessment opportunities. All such records will be available for staff to access, and will be completed by teachers, support staff, and other professionals as appropriate.

## How are the children assessed?

Teachers assess in two ways: by Formative Assessment and by Summative Assessment.

Formative Assessment is used as the child progresses through a task or unit of work. This involves setting objectives, observation, discussion with the child and written comments in the child's book on their progress and suggestions for future development. Differentiated success criteria will be used to ensure that children are clear about what is expected of them. There will be a process of assessment beginning with teacher assessment leading to peer assessment, where children learn to assess others' work against stated success criteria, leading to self-assessment where each child assesses their own work based on success criteria.

Summative Assessment is used at the end of a unit of work. This may take the form of a written test or an investigation intended to bring out the child's understanding of a particular concept. Teachers also assess practical understanding, particularly in the area of science and maths. Teachers use the choice of assessment activity that they feel is most appropriate based on the results of their assessment. A close check is kept on pupil progress three times per year to see whether children are meeting targets, or need closer support or extension activities. This also allows for the identification of children whose attainment is falling behind those of their peers. Appropriate interventions are then put into place to close the gap. Individual feedback is given to children when deemed appropriate by the teacher.

At the end of each year, teacher assessment will be used to report progress.

## 2. RECORDING

In the classroom each teacher will record their formative assessment work using their own methods. This record will then be used as a basis for teacher assessment and for the next stage of development for the child. Teachers use their own shorthand and methods of recording for this purpose.

Assessment folders are kept on every child. At the end of the year these folders are passed on to the new class teacher. At the end of each year the folder will contain the child's end-of-year assessments and an example of reading, writing, maths and science which is assessed in accordance with the National Curriculum. The child's RE book will also be passed on and evidence of computing will be stored on the shared drive.

### Written report for parents at the end of each year

Our reports are summative and informative; they provide information on:

- children's progression and achievements to date;
- comments are subject-specific, and are written to clearly show how well a child is progressing;
- the reports are written in the summer term.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. They include end of Key Stage tests and teacher assessments.

A child's attendance is noted, including authorised and unauthorised absence. Parents will receive their child's end-of-year report in term 6 and will be given an opportunity to discuss any concerns that may

have arisen from the report with the class teacher at a specified 'drop-in' session.

### Verbal communication

Parents' evenings are held in terms 1 and 3 for all children, and provide the opportunity to discuss their child's progress with the class teacher.

Discussions take place before children transfer into another class, between class teacher and SENCO, and between teaching and non-teaching staff. Where possible, time will be given for this but it is also expected that staff will make individual arrangements. Time is given in staff or team meetings to discuss children causing concern, or to celebrate their achievement.

This policy will be reviewed every two years by the Senior Leadership Team, Headteacher and the Curriculum Committee.