**William Cassidi C. E. Aided Primary School Assessment, Recording And Reporting Policy Statement.**

At William Cassidi C. E. Aided Primary School we believe that assessment, recording and reporting are an integral part of the learning and teaching process which will enable all our children to achieve, as well as being part of the statutory process.

**Assessment:**

We believe that assessment serves three main purposes by providing information that can be formative, that is, providing information for the teacher to plan the child’s next steps in learning, diagnostic, that is, informing the teacher of what a child can and cannot do and summative, that is, it provides a ‘snap shot’ of a child’s achievements.

Assessment should not dictate the nature of the curriculum offered to our children but should be a fundamental part of teaching and learning. We aim to use assessment to help to plan work to a child’s ability and previous experience, to identify where specific help is required and to help children progress. In making assessments we strive to avoid any bias according to a child’s sex, race or social background and avoid stereotyping and generalisation.

We view assessment as a positive process highlighting a child’s success and achievement. Assessment will be carried out on a continual basis throughout the Foundation Stage, Key Stage One and Key Stage Two. It will be fair, accurate and reliable allowing individual children to perform and achieve in a range of contexts using a variety of styles. Assessments should also convey meaningful and relevant information. Children should be involved in the assessment process where appropriate. Learning objectives should be made clear so that children can realise the purpose of their activities. They should also be aware of the success criteria for each activity. These are recorded by the children whenever possible using appropriate terminology. Through closely involving children in the process they can also be made aware of the progress they have made and their targets for future learning and time will be allocated to enable children to complete additional tasks and to practice individual targets.

We carry out assessment through questioning, observation, written work and the collection of other evidence including photographs, video and the outcome of practical tasks. Observational assessment, Assessment for Learning strategies and co-operative learning standards are central to our assessment processes. Assessments which cover all aspects of the curriculum are differentiated by input, by output, class, groups, content and by Key Stage.

In KS1 and KS2, Target Tracker is utilised as a means of tracking the progress and attainment of individual pupils, groups and cohorts. Data is imputted into Target Tracker three times each academic year and is used as a basis for Pupil Progress analysis and meetings with teachers. Curriuclum planning for each subject is delivered through an extensive whole school document containing: a Subject Intent Statement, intent (skills taught), implementation (how skills are delivered and impact (knowledge and skills). Through the use and analysis of assessments in reading; grammar, spelling and punctuation and mathematics each half term alongside teacher assessments pupils future targets will be set and areas of strength and impovement will be identified.

Foundation subjects are assessed on a skills basis at the end of each area of study and judgements are made on a ‘best fit’ basis against National Curriculum Programme of Study descriptions. Each subject leader collates evidence to support breadth of study, progression of skills and standards.This data is collated within an Evidence File which demonstates intent, implementation and impact. The data is evidenced through documents, photographic, work produced and pupil and staff voice. In Religious Education the attainment target and level of activity are recorded within weekly planning to ensure children are given appropriate access in order to develop their skills.

The school has high expectations and aims for pupils to make at least expected progress against the Programmes of Study for their year. Our tracking, monitoring and target setting systems are designed to ensure that the progress and attainment of each individual is closely monitored and that needs are identified and measures are swiftly put in place for individuals or groups whose attainment or rate of progress falls below expectations.

We aim to maintain transition continuity through passing on information from class to class,between Key Stages and into secondary education by retaining evidence of work, records on individual children and by establishing regular parent and teacher discussions as well as written reports.

Formal assessments are required. These assessments are carried out at the end of each Key Stage in Years 2 (teacher assessment) and 6 (formal SAT’s), in Year 1 a statutory phonics assessment and in Year 4 an on-line multiplication assessment. We attempt to carry out these assessments in a manner which conforms so far as is possible to normal classroom practice, striving to avoid any undue stress being placed on our children. In addition, continual assessment is carried out during the Foundation Stage in line with requirements. A baseline asssesment for each child is completed during the first six weeks when they join the Nursery class. When children begin the Reception class, a Reception baseline is formed through both a short assessment activity and discussion with Nursery staff (where applicable). Reception staff regularly complete assesments for each child throughout their Reception year. All results, both teacher assessments and statutory tests are recorded, processed and communicated to parents and the relevant authorities.

When a child transfers to another school or begins the secondary phase of education, records and written reports will be forwarded together with examples of pieces of work and any other relevant assessments. Discussions with the secondary schools, visits and forwarding of records will take place during the Summer term before transfer occurs. The school provides data following the Stockton Transition Guarantee.

**Recording:**

In accordance with the Education Reform Act (1988) records will be kept for each child of the statements of attainment achieved and these records will be used by the teachers when planning work for the children to ensure progression and continuity within the curriculum. These records will then form the basis of the report prepared in the Summer term and will guide teachers when planning future learning experiences for the children.

Each teacher will keep records of progress for the children in their class. These will include relevant subject records, including English and Mathematics records and brief notes concerning progress in the curriculum.

Teachers will organise records for children in the Foundation Stage covering each of the areas of learning. As children progress (Foundation Stage and Year 1) they will begin to record National Curriculum assessments as appropriate.

A timetable is devised for regular (three times each academic year) updating of assessments for all children in Key Stages One and Two. All recorded work, noted observations and visual evidence will be gathered to allow assessments to be made in each area (speaking and listening; reading; writing; mathematics and science). End of unit assessments, No Problem Maths and where appropriate Rising Stars assessments will inform judgements. Subject leaders will undertake monitoring and standardisation of judgements and consider standards and development needs.

Children with special needs will follow the guidelines laid down in the Special Educational Needs Policy Statement regarding keeping records of these children’s achievements and progress.

Assessment records will be transferred between class teachers at the end of each academic year. Formal meetings are arranged whereby verbal discussions focus on the attainment, progress and needs of individual children. All information regarding expectations, target setting, progress and any accelerated progress required will be transferred and discussed.

Statutory requirements for the transfer of records to a child’s receiving school also exist. The report to the receiving school must contain the results of statutory assessments under the National Curriculum by subject and attainment target at all previous key stages and the school year in which the assessments were made. School 2 School CTF files will be uploaded promptly.

In addition, the teacher’s latest assessments of the child’s progress against all applicable attainment targets since the last statutory assessment or since the child arrived at the reporting school (provided the child has been on roll for at least four weeks), whichever is more recent. This information must be sent within 14 days of the child ceasing to be registered at our school except where it is not reasonably practicable to do so.

**Reporting:**

Reporting a child’s progress to parents is an essential part of the education process. It is also an integral part of the National Curriculum statutory procedures. The devising of targets with each child and the sharing of targets with parents is viewed as essential at William Cassidi School.

Parents receive two short written reports during the Autumn and Spring Terms. Following the receipt of short reports in the Autumn and Spring Terms parents/carers are invited into school on an Open Evening where they meet with the child’s teacher and discuss their progress and attainment, their attitude and behaviour, our expectations and their targets. These meetings are in private and by appointment.

A longer written report is prepared in the Summer term which gives details of the curriculum studied as well as personal comments about the progress and attainment each child has made in each subject. The report also allows for personal and social comments and comments from the child, the teacher, the head teacher and the parents. A summary of the child’s attendance record during the year is also included. Parents of Foundation Stage children receive a report based on the areas of learning and details of assessments. These reports may be discussed at a private consultation should parents/carers wish to do so.

In addition to these reports children who have undertaken statutory tests at the end of Key Stage One and Key Stage Two also receive reports on their performance, teacher assessments and comparative information from the school and the Local Education Authority. These reports are in line with the statutory requirements for reporting and are sent to parents along with the Summer term reports. All reports will be prepared by the child’s class teacher and read and signed by the head teacher.

All reports emphasise the achievements of the child and every effort is made to be constructive and positive. Negative comments are avoided. Reports will be sent home with the children, except in the case of absent children whose reports will be sent by post. A copy of each report will be kept in the child’s file at school. All assessments, records and reports may be viewed by a parent should they wish to see them. The retention and processing of data will abide by the General Data Protection Register (2018).

Policy approved by the governing body: 18th May 2022

Date for review: May 2024

*Note: Due to the closure of schools on 20th March 2020 following the COVID19 pandemic the DfE suspended all statutory assessments and data colection for Summer 2020 and 2021. These tests were re-introduced Summer 2022 with the proviso that all group/year results would not be published Autumn 2022.*