FULMER INFANT SCHOOL

ASSESSMENT, RECORDING AND REPORTING OF PUPIL PROGRESS AND ATTAINMENT POLICY

Introduction

The process of assessment, recording and reporting of progress and attainment should:

- Assess learning and provide evidence of children's progress
- Form an integral part of teaching and learning
- Value all pupils equally
- Be free of bias involving race, belief or non-belief, gender or disability
- Recognise children's achievement in and outside school and beyond the national curriculum
- Involve children in assessing their own progress
- Use a variety of strategies and approaches

Purposes

The process of assessment, recording and reporting progress and attainment is used to:

- Enhance the quality of education
- Establish what individual children know, understand and can do
- Inform the planning of future learning
- Enable us to review the effectiveness of our curriculum
- Aid curriculum continuity and progression
- Provide information for monitoring purposes for interested parties
- Aid target setting
- Encourage pupil motivation and self-esteem
- Provide information for parents about their children's progress
- Provide valid and reliable evidence of achievement
- Measure and monitor progress against local and national criteria

Assessment Process

Assessment for KS1 is completed using the Learning Ladders assessment tools. The learning ladders have five main levels;

Working at Greater Depth within the expected standard

Working at the Expected Standard

Working Towards the expected standard

Foundations for the expected standard

Below the standard of the pre-key stage.

Assessment, Recording and Reporting

Judgements are related to national standards drawing on a range of written evidence in the children's class and homework books.

Baseline assessments are completed at the beginning of the Autumn term and then assessments at the end of that term, the end of the Spring term and in the Summer term at a date set by the DfE which is normally late June.

Assessment for Early Years is completed using the Early Excellence tools at the beginning of each term. There are three levels;

Emerging

Expected

Exceeding

Pupil Progress Meetings

After every assessment the Headteacher meets with each teacher for a pupil progress meeting to discuss if any child needs extra support to reach their potential.

Recording

Record-keeping and assessment are inexorably linked, with record- keeping procedures providing the mechanism through which teachers can focus on and track the needs and achievements of each individual child. Records are kept:

- To ensure that the school's curriculum plans guarantee continuity and progression through the programme of study
- To provide teachers with information which enable schemes of work, theme plans, allocation of resources and teaching methods to be evaluated and modified where appropriate
- To provide information when children change to a different phase of schooling or move to another school
- To provide feedback to children
- To provide the evidence which will be used as a basis for discussion with parents about the attainment of their children
- To provide material to be used in discussion with governors, the LEA and Ofsted.

Recording/Assessment/Tracking at our school takes the following form:

- Early Years Foundation Stage Profile
- Learning Ladders
- Target setting
- Pupil progress meetings
- Formal annual written report sent to parents

Reporting to Parents

Parents are informed of their child's progress in formal meetings arranged twice a year and by an annual, written report in which teachers report on the child's progress in every aspect of the curriculum and on their personal development. Frequent informal opportunities exist for parents to regularly discuss their child's progress.

Associated Policies

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0-25

- Statutory Guidance on supporting pupils at school with medical conditions
- Schools SEN Information Report Regulations
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards