

Assessment, Recording and Reporting Policy

Merchant Taylors' MTPS School including EYFS

Purpose

Assessment is an integral and valuable element of the learning process, in order to diagnose difficulties and monitor progress. It should help all pupils to become better learners and more confident persons.

Pupils need to understand what is expected of them.

The outcomes should (i) inform subsequent work
(ii) be constructive and helpful to pupils, teachers and parents

Assessment at MTPS will:

- Recognise the whole range of pupil's achievements and experiences
- Be accurate and comprehensive
- Be a key factor in the learning and teaching of each pupil
- Identify learning goals to be shared with pupils in an appropriate manner
- Aim to help pupils know and recognise the standards that they are aiming for
- Involve pupils in self-assessment.
- Provide feedback which leads to pupils recognising their next steps and how to take them.
- Be underpinned by developing every pupil's confidence so that they can improve
- Involve both teacher and pupil reviewing and reflecting on assessment outcomes in an age appropriate manner.
- Provide regular information for parents, that enables them to support their child's learning.
- Provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

The overall purpose of assessment is to support learning and to provide all partners with sufficiently dependable information and feedback to inform judgements, choices and decisions about learning and to inform planning for improvement.

Good assessment supports children's learning as part of classroom practice so that parents, other staff and the pupils themselves can confidently rely on informed professional judgements about a pupil's progress and achievements. Sound quality assurance of teachers' assessments in school will ensure that all can share a common understanding of the outcomes and standards expected of children at different stages of their education.

At MTPS we do this by:

- Ensuring pupils understand what they are trying to learn by sharing learning objectives.
- Sharing with the pupils, examples of good work as models for success.
- Exploring the pupil's understanding through careful questioning.
- Encouraging the pupils to check their own performance through peer marking, checking their own work, discussion and circle time.
- Providing pupils with quality feedback in an appropriate form, about how well they are doing and celebrating achievement.
- Delivering good advice to the pupils, verbally and written, in a form which is appropriate to the age and stage of development of the child.
- Providing appropriate training and development opportunities for all staff.
- Involving staff, children and parents (via parent workshops) in talking and thinking about important aspects of the child's learning and what needs to be done next. (For some pupils this will lead to additional support which may be recorded in IEP's).
- Keeping a track of all pupils and targeting specific groups of learners as identified by monitoring.
- Adjusting planning in response to assessment.
- Using outcomes of assessment to identify the next steps in learning for individuals, groups or classes and to provide an overview of a pupil's progress through the school.
- Using analysis of statistical evidence to measure past performance and set targets for individual children and to assess overall school performance.

It is therefore important that both formative and summative assessments are incorporated into the planning process.

Summative assessment

At MTPS we feel that summative assessment is useful because it:

- Backs up teacher assessment.
- Provides diagnostic information to inform future planning.
- Informs pupil tracking, targeting, grouping and planning.
- Identifies strengths and weaknesses and informs IEP's.
- Gives a measure of pupil attainment and is an aid to target setting.
- Informs reports to parents.
- Provides key information for pupil transfer to Merchant Taylors' main schools (or other schools).
- Informs school self-evaluation in analysing the effectiveness of teaching and learning.
- Provides information for individual pupils, measuring attainment, versus national data.

Recording

At MTPS we recognise that a range of assessment strategies are used and that it is unnecessary to record *all* assessment, but only information that affects future learning.

For details and examples of data collected in Maths, English (including Reading and Spelling), Science and Reasoning, please refer to *Assessment Data Files* (for relevant year).

Moderation

Moderation at MTPS is important to ensure a consistent approach in assessment throughout the school. To ensure this:

- Year group partners and moderators will meet to moderate written assessments.
- Subject co-ordinators will moderate work through planning and book scrutinies, and provide feedback to members of staff.
- Subject co-ordinators will collate evidence to back up teacher assessments, such as subject files containing samples of good, average and poor work.

Reporting

MTPS reports should promote and provide:

- Useful information to parents.
- Good home/school relationships.
- An opportunity for discussion with parents.
- Targets for the pupil.
- Useful information for other outside agencies.

A written report is sent to parents each term:

Autumn term - 'blue report' - a discussion document which is completed by the form teacher and used as a reference point at half-term parents evening. Notes and action points can be made on the document during the parent/teacher meeting. After the meeting, the document is sent to the Head Teacher, for information and signing, then a copy is sent to the parents and the original document is stored in the individual pupil file.

Spring term - 'blue report' and discussion, as above.

Summer term - A full written report is sent to parents at the end of the Summer term. This gives information on attainment in all subjects and formal activities undertaken by the pupil during that year. Pupil scores in of End-of-Year assessments in Maths and English are included, with the year or class average. A copy of this report is included in the individual pupil file.

Should the need arise, parents are welcome to discuss the progress of their child with the Form Teacher or Head Teacher at other times. Notes/action points from such meetings are recorded in writing and included in the individual pupil file.

At the end of each academic year, individual pupil files are passed on to the next form teacher and a 'hand over' meeting takes place to discuss each child.

EYFS

The EYFS Profile is completed for all children in the final term of the year in which the pupils reach the age of 5. Each child's level of development is assessed against the Early Learning goals. The results of the EYFS Profile are shared with parents. Year 1 teachers are given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning

The DfE publication Development Matters provides further detail.

The EYFS Profile is only reported to the Local Authority on request.

Monitoring of assessment policy

The quality of the assessment that takes place within Merchant Taylors' schools is paramount to the success of its pupils and the schools.

Reviews of activities and policies will be conducted regularly by the Assessment Co-ordinator and Senior Management Team.

L.Gaskell

Policy updated: May 2016

Next review: Sept 2017