



Assessment, Recording & Reporting Policy

Introduction

At Garden Fields we believe that the assessing of children, and the recording and reporting of these assessments is valuable for the following reasons. They:

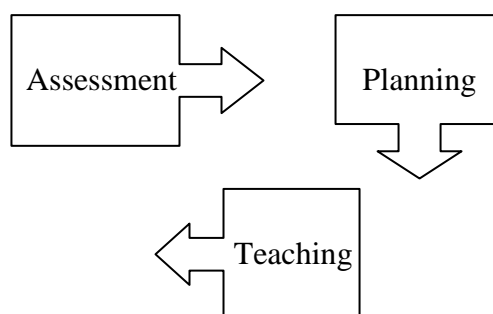
- offer all pupils an opportunity to show what they know, understand and can do, and to reflect on the progress that they have made in all areas of school life;
- help pupils to understand what they can do and what they need to develop;
- Offer 'Mastery Learning' an approach in which learning is broken down into discrete units and presented in a logical order.
- are based on a considered view of what learning should be assessed, in each subject or area of experience;
- are related to shared learning objectives;
- enable teachers to plan more effectively and therefore advance children's learning;
- help parents to be involved in their children's progress;
- provide schools with information to evaluate work and set appropriate targets.

- inform the Governors and interested external parties about the work in the school.

- help with the organisation of judgements across the school (moderation & portfolios)

Teaching and Learning Cycle

Assessment is a vital part of the Teaching and Learning Cycle. Teachers will assess the child's ability (e.g FS Profile, observation, SATs.) and plan learning objectives based on the outcome. The teaching will reflect the child's ability and when assessing the learning it will inform future planning.



- For the individual
- **formative assessment** informs us about the child's learning and provides feedback on how he/she is achieving as well as identifying gaps and misconceptions.
 - **summative assessment** shows their progress at a point in time [e.g. end of year / Key Stage] but also aids the selection process for differentiated groupings, etc.
 - **nationally standardised summative assessment** provides information on how pupils are performing in comparison to pupils nationally.

For the class, and school, assessment provides quality assurance, feedback and aids accountability.

Target Setting provides a global view of year groups and classes and creates a focus for further improvement of standards. Individual children, and identified groups, can be tracked and a value added assessment can be made. This process is simplified through our use of the *Target Tracker* software.

Types of Assessment Carried out at Garden Fields:

- Formative: Observations of children’s learning.
High Frequency Words / Phonics Assessment [as appropriate]
RWI Screening from EYFS or entry into school
EYFS Profile
Analysis of Target Setting
Weekly spelling and mental maths tasks
Self/Peer-assessment by children, both written and verbal
Marking of individual work & oral assessment activities using ‘Tickle Pink’ and ‘Green for Growth’ (see marking policy)
Specialist Testing e.g for EAL & SEN
Recording of assessments using Target Tracker ‘Statements’
- Summative: Standard Assessment Tasks and Tests at the end of both Key Stages (in line with key National changes in 2016).
Reception baseline test ‘Early Excellence’
Optional QCA Tests for Years 3, 4 and 5 used as appropriate
Nfer tests for Reading and Maths based on NC 2014
The New Group Reading Test and Salford Reading Test.
Common Transfer Forms
Annual Reports to parents
Termly whole school writing assessment based on a uniform stimuli
End of topic science and end of termly maths assessments
Literacy and Language Grammar tests termly

Record Keeping

Records are held to

- celebrate the achievements of the child
- corroborate teachers’ judgements
- track and ensure continuity and progression
- meet our legal obligations.

We believe that records should be accessible and useful, easy to interpret, on-going and cumulative so that they can be of most benefit to teacher, parent and child.

Records held at Garden Fields include:

Class Tracking Sheet [*Essex Target Tracker*]

Target Tracker ‘Statements’ recorded to enable ‘Steps’ judgements to be made

Adopted by Curriculum Committee – October 2015
Due for Review – October 2018
Pupil Learning Journal
ICT e-folder

Art Log Book
Writing Logs
Long, Medium and Short Term Planning.
Teacher’s mark books and annotations re: individual children.
Individual Education Plans and reviews
EYFS Profile [EYFS Tracker]

Provision Maps (PPM)
Pupil Progress record sheets

Reporting

We are legally required to prepare a written report to parents on their child’s attainments and progress each year.

At Garden Fields parents of children in Reception to Year 6 receive written reports with targets for their child during the Spring Term. These targets are updated and verbally shared with parents during the summer term.

We value this communication with parents/carers and supplement it with informal reporting at “Meet The Teacher” evenings every term. The children and parents are involved in the report process by completing self-evaluation comment sheets.

As legally required, SATS and EYFS Profile results are reported to parents, governors and nationally. Common Transfer Forms are used to pass on the relevant information to new schools.

Appendix of forms used at Garden Fields.

- Class TA Tracking Sheet [completed November / March/ June]
- EYFS Pupil Profile (EYFS Tracker) [continuous]
- New Group Reading Test [September]
- Annual Report forms (KS1 & 2 and Reception)
- SIMS Data Base – Individual Records
- Individual Education Plans
- External Statutory Forms, e.g. Referrals, Statements, Annual Reviews, Common Assessment Framework
- Language Phase Data (Annually updated by EAL Subject Leader in consultation with class teachers)
- Provision Maps
- Pupil progress meeting records