

ASSESSMENT RECORDING AND REPORTING PROCEDURES

Aims

At Canterbury Cross, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. As part of this we also use assessment as a means of diagnosis, evaluation.

Formative assessment

This is used for the following reasons:

- It provides information which will inform whole school planning, planning for particular classes or groups of pupils, and the planning of specific activities for individuals and groups.
- It allows teachers to recognise broad achievement, social, personal as well as academic.
- It allows teachers to monitor progress and plan for development.
- It enables teachers to gather evidence of attainment in relation to the National Curriculum and informs summative judgements.

Diagnostic assessment

This enables teachers to diagnose strengths, identify areas for development, particularly for pupils with special educational needs and specific needs.

Evaluative assessment

This gives teachers feedback on the effectiveness of their teaching and the organisation and content of the curriculum, and provides evidence for external agencies

Summative assessment

This allows teachers to make overall judgements based upon cumulative evidence gathered through formative assessment over an extended period of learning, and it enables teachers to make a single judgement at the end of a period of learning.

Planning for achievement

The Canterbury Cross School curriculum overview ensures coverage of the National Curriculum. Assessment will inform the planning so that all pupils have the opportunity to achieve their potential. Children will have their needs met in a variety of ways to ensure they make progress and achieve.

Assessing the curriculum

Teachers use assessment for learning in every lesson to ensure that children's needs are met, and misconceptions are addressed. This ensures progress is made and the children achieve.

Teachers will use a variety of techniques, formative, diagnostic, evaluative and summative and use the school assessment tool to make their judgements.

Teachers' judgements will be moderated across year groups, phases and across school.

Teachers will follow the Canterbury Cross Assessment schedule (three times a year), which includes moderating writing and whole class assessments-using standardised tests as well as SATs tests.

Reception use the Reception Baseline to assess the children in the first half term.

Nursery baseline their pupils also in the first half term.

The school will comply with the statutory requirements for the administration of SATS at the end of KS2 as well as Phonics testing in Year 1 and 2, and the multiplication table check in year 4.

Pupil Progress Meetings will be held three times a year and pupils' attainment, progress and any cause for concerns will be discussed.

Recording

At the end of Reception, the class teacher assesses each child against the Early Learning Goals. This information is passed onto year 1, and if the child moves to another school, it is passed on through SIMs. Phonics testing results are shared and multiplication tables check results will be passed on where required. Results of standardised tests in reading and maths will be retained in class folders, on the SLT drive and on the Rising Stars website.

Our assessment system is used to assess every subject, and in EYFS the progress towards the ELGs and a Good Level of Development.

Reporting achievement and attainment

Pupils will receive ongoing feedback about their achievement and attainment from their teacher. This will include information about what the pupil has done well, so that this may be built upon and address areas for improvement.

Parents will receive verbal feedback re their child's progress at Parents' Evenings. The final Parents Evening of the academic year will provide the opportunity to discuss the pupil's annual report. In Year 6, this will include National Curriculum assessment results.

The role of the teacher

The teacher will:

Plan for achievement with specific learning objectives.

Identify opportunities for assessment and refer to this in planning.

Match the curriculum to pupil needs.

Use a variety of techniques to assess pupil achievement.

Use assessment to inform future planning and target setting.

Record and report achievement.

Work closely with Teaching Assistants to maximise opportunities for learning.

Liaise with teachers to moderate judgements about pupil achievement.

Mark work / give verbal feedback to pupils to promote understanding of their achievements and focus attention on areas for improvement.

Work with the SENCO to identify targets for children with SEN and formulate IEP's/ EHCP targets-see SEND policy for further detail.

Lead Practitioners will:

Understand that the assessment policy provides the framework in which all subjects of the curriculum are assessed.

Use Classroom Monitor to gather and analyse the assessment data.

Ensure that the curriculum policies will refer to the assessment policy as the means of assessing that subject.

The Assessment Co-ordinator will:

Lead on all assessment procedures-statutory and in school.

Facilitate Pupil Progress Meetings.

Support teachers and Lead Practitioners in how to assess effectively and analyse data.

Analyse data.

Report to the Trustees through the Head Teacher's report.