



# Le Cateau

## Community Primary School

### Policy for Assessment, Recording & Reporting

#### Principles:

To enable staff to:

- Plan appropriate learning, matched to the needs of individuals/groups in order to raise achievement.
- Identify progress & plan future teaching & learning.
- Monitor the school's progress & achievements.
- Report progress to parents, other teachers, receiving schools, Governors & outside agencies.

#### Assessment:

- Learning is assessed against National Curriculum 2014 objectives.
- Assessment Grid Resources from Swaledale Alliance are used to support Teacher Assessment judgements in Mathematics and Reading.
- A range of assessment techniques are used including observations, discussions, marking of work, tasks & tests to ensure accurate judgements.
- Essex Target Tracker "Statements" (N.C objectives phrased as "I can..." statements) for Reading, Writing and Mathematics are colour coded at the end of each term to show attainment. **See Appendix 1.** "Steps" are then used to describe overall attainment within a year group band and are used to track progress. **See Appendix 2.** Targets are then set. Step judgements are made at the end of each term (December, April, July).
- Half termly progress tests are carried out in Reading, Writing and Mathematics and are used to inform Teacher Assessment judgements alongside evidence from books and practical activities.
- Tests in Arithmetic (Focussed Mentoring resources) and Grammar and Punctuation (Grammar Hammer scheme) are carried out weekly.
- New Entrants are tested in Reading and Mathematics using GL standardised tests.
- National tests for pupils in Year 2 and Year 6 and Phonics tests for Year 1 pupils are carried out according to statutory requirements.

#### Records:

- Essex Target Tracker is used to record all assessment information.
- A Focussed Mentoring file for each child contains details of targets and attainment. One piece of evidence of attainment in each of the areas of Reading, Writing and Mathematics is kept in the file. Judgements are also made about attitude and behaviour. The information in the files is updated every December, April and July.
- Subject leaders are responsible for recording and monitoring standards in their subject.
- Reading records indicate books read at home & group records are kept showing books read & activities covered during Guided Reading sessions (Swaledale Alliance resources).
- Targets and details of provision for children with Special Educational Needs are recorded on Individual Provision Maps.
- Evidence of Y2 assessments is retained within pupil record files.

**Reporting:**

- Mentor meetings are held four times per year. Each child meets with their class teacher and parent/s to discuss academic progress as well as attitude and behaviour. (September, January, April and July)
- End of year reports are filed in individual pupil records & are copied to parents in accordance with statutory guidelines along with test results for pupils in Y6 and teacher assessments for pupils in Y6 & Y2. Parents are invited to discuss their child’s report during the July Mentor Meeting.
- Shorter end of year reports for new entrants who are admitted between Easter & Summer half term are copied to parents & filed in individual pupil records.
- Parents of children who join our school between Summer Half Term & the end of the Summer Term are given an oral report on their child’s progress at the July Mentor Meeting.
- A short Leaving Report is completed for inclusion in a child’s records & is forwarded to the receiving school when transfer occurs mid-year. Parents are given a leaving appointment at which records and work books are passed on and signed for.
- Electronic Common Transfer Files are forwarded to receiving schools. This is overseen by the Admin staff.
- Review meetings are held throughout the year for children with Special Educational Needs. Copies of individual Provision Plans are sent to parents.

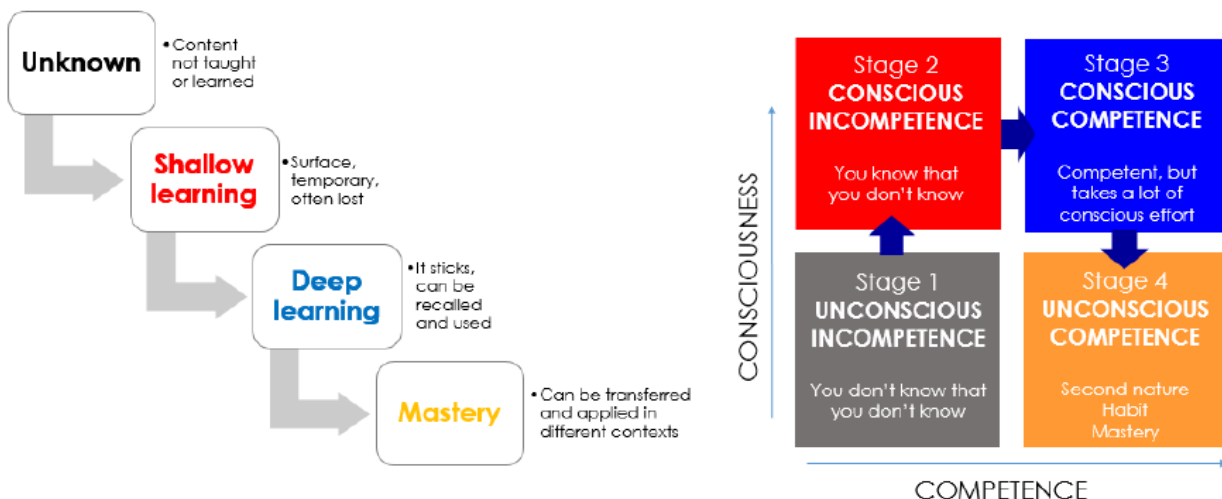
**Appendix 1**

Statements in black denote that the objective has not yet been covered.

Statements in red denote that a pupil has covered the objective but has a shallow understanding of it.

Statements in blue denote that a pupil has a secure understanding of the objective.

Statements in gold denote that a pupil has mastery of an objective.



**Appendix 2**

B and B+ indicate that a pupil is working below the expected standard.

W and W+ indicate that a pupil is working within the expected standard.

S and S+ indicate that a pupil is working at a secure level within the expected standard.

Policy up-dated: Sept 2015

Review: July 2017

Lead member: Judith Tate