



Believe. Achieve. Succeed. In our hands we hold the future.

Assessment, Recording, Reporting and Feedback Policy

What is this policy for?

This policy is to ensure that:

- Any assessment, whether formal or informal, informs planning for future teaching and learning.
- Reporting and recording is consistent, reliable accurate and proportionate.
- Feedback provided is an effective way of enabling pupils to make progress and learn more.

The vision for Assessment, Recording, Reporting and Feedback

The intent for this aspect of the school's work is that any assessment, recording, reporting or feedback provides meaningful, useful and accurate information over an appropriate time frame. Information is available on each pupil and their learning, which is updated regularly to inform teaching, but is not too onerous on staff in collecting it to detract from the actual teaching.

When is Assessment, Recording, Reporting and Feedback done?

Informal Assessment is taking place during every teaching opportunity, which informs the teacher on how well the pupils are understanding, learning and remembering their work. This will include questioning, discussion and informal quizzes.

More formal assessments are carried out at the end of a unit of work for non-core subjects and at the end of each term for core subjects. (See assessment chart attached).

Recording of informal assessments is ongoing (daily through the staff feedback books but also through quiz results etc) There are set assessment weeks when data needs to be recorded onto the tracking system.

Reporting is done formally in the Autumn, Spring and Summer.

Feedback is provided either at the start of the lesson or during it, as the teacher sees fit. The teacher will have adapted their lesson based on information gleaned during the previous session.

How is Assessment, Recording, Reporting and Feedback done?

Assessment is done through observations of children working, discussion with pupils, work scrutiny, planned informal tasks e.g. quizzes, formal assessments e.g. BASS tests, standardised tests e.g. NFER and through moderation within school and across the MAT.

Recording of data. Scores for regular quizzes will be recorded by the class teacher to enable them to plan the next lessons/revision sessions depending on how well the pupils are retaining the information taught.

Weekly and termly BASS test scores are recorded by the class teacher.

Each child has a BASS file in which BASS test scores and papers, samples of pupils writing, SATS results and NFER results are recorded. The results of these are transferred to an electronic tracking system.

Philippians 4:13: I can do all this through Him who gives me strength

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Reporting is done through face to face discussions with parents twice a year (Autumn and Summer) and through a written report in the Spring. Information is provided as to whether the pupils are working above, at or below the year group's expectations for each subject. A general comment about the pupils is also made to capture the child's motivation and general effort towards their learning. Parents are invited to participate in the discussions and to provide a written feedback comment on the annual written report.

Feedback: any teacher comments written into books must be legible- the teachers own writing is a model for the children's. Not every piece of work will be 'marked' by the teacher, but work will be initialled to show that they have read it. A simple mark code has been introduced across the school, highlighting missing punctuation, spelling errors, omissions and if the sense has been lost. A positive comment may be added and merit marks will be recorded and 'crossed off' when transferred to the chart in the classroom. Editing and proof reading is expected of pupils and the children are encouraged to be editors of their own work prior to teacher's feedback.

How do we measure success in Assessment, Recording, Reporting and Feedback?

Success is measured in a number of ways. The teacher needs accurate information about the pupils in their class to enable them to plan effective lessons, building on what the pupils already know. Parents need to be clear of their child's strengths and next steps and know how to help them at home. The SLT needs to be able to access data in order for them to have a good sense of what is working well and what is not. Teachers need to feel that what is being asked of them is reasonable and proportionate and does not take away from their teaching time or is causing a disproportion in their work-life balance.

Resources

A range of assessments are available for staff to use.

These include BASS Maths and Grammar tests which are used weekly and termly.

NFER tests are purchased for reading for Y3/Y4/Y5 for use throughout the year, and in the summer term for Y1 for reading, and Y1/3/4/5 for maths, grammar and spelling. Past SAT papers are used in Y2/Y6.

A mark book and proforma is provided for staff to record their feedback points for the next lesson.

A report format is provided for annual written reports.

Safety & Risk

Staff 'teacher assess' in all subjects to determine whether pupils are above, at or below the expected standard for their year group. In the core subjects of reading and maths additional standardised tests are used annually to enable comparison across the MAT and to ensure teacher judgements are accurate.

Community Involvement & Collaborations

Staff moderate writing alongside their MAT colleagues. This is done in year groups (all Y2 together) and with subject leads (e.g. the English team). In addition, staff in YR/Y2/Y6 work with Local Authority colleagues annually to ensure judgements are accurate.



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Monitoring and Evaluation

The Senior Leadership team will monitor the Assessment, Recording, Reporting and Feedback regularly. The SLT will review teacher feedback books to ensure that teachers are planning appropriate lessons in response to the pupils learning. The SLT will read all the annual reports, thus giving a picture of how the classes are achieving and will monitor the data three times a year. In addition, a staff questionnaire will be given to enable staff to comment on their wellbeing.

Information gathered is shared with the governors via the Headteachers report.

Policy written: January 2020

Policy review: February 2023

Ratified by the Local Governing Body and signed by chair or vice chair:

Chair

7/2/22