



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 a regular to enable pupils to make progress and learn more.

The vision for Assessment, Recording, Reporting and Feedback

The aims and objectives of assessment in our school are to enable children to demonstrate what they know, understand and can do in their work and to help children understand what they need to do next to improve their work. Allow teachers to plan work that accurately reflects the needs of each child and provide regular information to parents that enables them to support their child's learning. We will also provide the Executive Headteacher and governors with information that allows them to make judgements about the effectiveness of the school. 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 during a lesson or as a 'Do Now' activity within 24 hours. 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. AM 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.

Assertive mentoring test scores and other alternative assessment data is recorded by the class teacher.



We care. We learn. We achieve.

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 acknowledge by a tick or teacher's initials. A positive comment may be added. 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 on their child's strengths and next steps and 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 cause disproportion in their work-life balance.

Resources

A range of assessments are available for staff to use.

These include Assertive Mentoring, Maths and Grammar tests which are used weekly and termly.

NFER tests are purchased for Y1/Y3/Y4/Y5 for use in the summer term for reading, maths, grammar and spelling and in other terms (as per the assessment schedule). Past SAT papers are used in Y2/Y6.

Benchmarking of reading until a child becomes a 'free reader'.

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. Subject leads (e.g. the English team) also moderate writing. In addition staff in YR/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 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: November 2020

Policy reviewed: October 2023

Next Review date: October 2025

Ratified by the Local Governing Body: December 2023