

# **ASSESSMENT AND RECORDING POLICY**

## **Introduction**

At Fletewood School, we believe that assessment and recording are a crucial and integral part of the teaching and learning process. In accordance with the planning policy, learning objectives will be clearly identified in short-term plans and the assessment criteria matched to these.

## **Aims**

Through our assessment and recording policy we aim to:

- recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects and Religious Education;
- provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses;
- ensure continuity and progression;
- ensure that there is differentiation in our planning and teaching;
- identify pupils with special educational needs ;
- inform parents, governors, and support agencies as appropriate;
- provide pupils with the opportunity to review their work, to self assess and give the opportunity to set future targets;
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

## **Methods of assessment**

- Entry profiling, using an entry profile 'About Me' booklet and GL Reception Baseline Assessments
- Focused assessment activities (GL Assessments)
- Questioning/listening
- Consideration of finished work/marking
- Class tests
- IXL, Conquer Maths, SPAG.com – on-line tutoring and assessments
- Accelerated Reading & Accelerated Maths Assessments

## Pupil records

- Entry profiles are completed by parents and rising five children before the child starts school and by the teacher during the child's first half term in school. This is followed up with a discussion between parents and teacher in the first term of entry. The class teacher keeps the results of this assessment and a copy is kept in the Headteacher's filing cabinet. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- Parents complete application forms once a place at the school has been offered. Forms are kept in the Headteacher's filing cabinet. Individual forms are confidential and access is only available to parents who make a request to the Headteacher.
- Special Needs forms are maintained on a regular basis (see SEND policy) so that progress can be carefully monitored and support requested where necessary. All SEND documentation is kept in the Headteacher's office. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- Written reports to parents are sent home in the summer term in time for the parent/teacher interviews. The content of the report is discussed at parent /teacher interviews. Parents keep a photocopy of the report and the original is kept in the profile. The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis and not feeling that they have to wait for an organised parent/teacher interview.
- Standardised diagnostic assessment results are kept by the class teacher and a copy kept by the Headteacher in the office. Individual children's records are confidential and access is only available to parents who make a request to the Headteacher.
- Medical records are confidential and kept in the Headteacher's office.
- At Key Stage One reading record booklets are sent home each day. Both parents and teachers may write comments in these books. At Key Stage Two older pupils keep a record of books read in their homework diaries unless they are already independent readers.
- Pupil's subject books are a record of work covered. They provide constructive feedback to the pupils through daily marking and show evidence of progress over time. Examples of work may be photocopied and kept in the pupil's profile as evidence between Key Stage One and Two.
- Class teacher records are confidential to the class teacher and only used to guide planning. They inform the teacher about the appropriateness of the work presented to the whole class, group or individual.

## **Transfer of records**

Records are only forwarded to the new school following a request either in writing or a verbal request from the Headteacher of the school. It is insufficient for a parent to advise us of the new school. Records to be forwarded are:

- the most recent report to parents;
- any special needs information;
- examples of work taken from the pupil's profile. Not all schools request these in which case they will be given to the parents when all other records are transferred.
- Any safeguarding information, which should be addressed as confidential and for the new setting's Designated Officer only. A record of the transfer should be kept by the releasing organisation.