



Leighfield Academy

Assessment, Recording and Reporting Policy

Adopted by the Governing Body February 2015

School Aims

The aims of the school were developed in consultation with pupils, parents, staff and governors.

Our Mission Statement is: Learning for Life

We aim for our children to

- Reach their full potential
- Develop a positive self-image
- Be responsible and make informed choices

We

- Provide a supportive and caring environment
- Promote high achievement
- Encourage independent learning

These aims recognise our commitment to raising standards for all pupils. Assessment is used to inform planning for future learning and is central to enabling pupils to reach their full potential and in promoting high achievement.

1. Rationale and Purpose

1.1 At Leighfield Academy we believe that effective assessment provides information to improve teaching and learning. Our children receive regular feedback on their learning so that they understand what it is that they need to do better. This allows teachers to plan their lessons based on a detailed knowledge of each pupil. Parents receive regular reports in different forms on their child's progress so that teachers, children and parents can work together in raising standards for all our children.

1.2 The purpose of assessment in our school is:

- To enable pupils to demonstrate what they know, understand and can do in their work.
- To help our children understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents which enables them to support their child's learning.

2. Assessment and Recording

- 2.1 When the new Reception children start the school, a baseline assessment is made for each child. This forms the basis of the Early Years Foundation Stage (EYFS) Profile. The profile continues to be filled in throughout the EYFS.
- 2.2 We use a long term curriculum plan to guide our teaching. This outlines what is taught in each year group. We plan our lessons with clear learning objectives. These are clearly written in language the children can understand. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear what it is that teachers want to see, to know that learning has taken place. On-going formative assessment through observation, marking and testing takes place during lessons
- 2.3 Results of formal tests and assessments in English and mathematics are recorded on the school tracker three times per year. These are used by subject leaders and senior managers to judge progress as well as identify future needs. Key Stage Meetings to look at the progress of individuals and groups of learners (including vulnerable groups) are held three times per year.
- 2.4 Beginning in 2015, assessments for foundation subjects will also be recorded in our school tracker to provide data on progress and attainment.
- 2.5 End of Key Stage assessments, including SATs tests, take place according to the timetables prescribed nationally and are recorded in line with current requirements.

3. Reporting

- 3.1 We have a range of strategies that keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school to make an appointment if they wish to discuss any aspect of their child's work at any time.
- 3.2 We hold two Parental consultation evenings during the year, when parents are given an appointment to discuss their child's progress in school.
- 3.3 All parents receive a written report of their child's progress and achievements during the year in all subjects of the National Curriculum, PSHE and Religious Education. It may also identify target areas for the next school year. Rates of attendance and punctuality are also reported to parents in the written report. Parental feedback is

encouraged and any parent wishing to discuss the report can make an appointment with the class teacher.

- 3.4 The reports show the teacher assessment for each child.
- 3.5 The reports for pupils in year 2 and year 6 contain details of the levels achieved in the national assessments.
- 3.6 Parents of pupils in Reception will have the opportunity to discuss the results of the EYFS profile with the child's teacher.
- 3.7 End of Key Stage Assessments are reported to the local authority via the SIMs system.

4. Consistency

- 4.1 Moderation of judgements takes place within school between teachers in different year groups. Teaching staff from Leighfield Academy are also encouraged to become moderators for the local authority.
- 4.2 Subject Leaders periodically conduct work sampling across the full age range. This ensures that consistent judgements are made about standards in the school.
- 4.3 EYFS, Year 2 and Y6 teachers attend moderation meetings with other local schools and use this expertise to lead moderation activities within school staff training sessions.

5. Monitoring and Review

- 5.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy.
- 5.2 The Senior Leadership Team oversees pupil progress throughout the school.
- 5.3 Assessment issues are regularly on the agenda of the Curriculum Committee meetings.
- 5.4 The Finance Committee ensures sufficient funds are allocated to areas of need identified by assessment.
- 5.5 Feedback about standards is given to the whole governing body.

Leighfield Assessment Timeline

Term 1	<ul style="list-style-type: none"> • EYFS on entry assessment • All children given next steps through marking • Parents Evenings are held to discuss pupil progress including assessments • SMT Raiseonline analysis
Term 2	<ul style="list-style-type: none"> • Moderation of reading, writing and maths • EYFS update Record of Development • Foundation subject assessments • Assessments from marking inform planning • Reading, writing and maths summative results on tracker, plus some foundation subjects • Pupil Progress meetings (Teachers and Head/ Key Stage Leaders)
Term 3	<ul style="list-style-type: none"> • All children given next steps through marking • Assessments from marking inform planning • Parents Evenings are held to discuss pupil progress including assessments
Term 4	<ul style="list-style-type: none"> • Moderation of reading, writing and maths • EYFS update Record of Development • Foundation subject assessments • Assessments from marking informs planning • Reading, writing and maths summative results on tracker, plus some foundation subjects • Pupil Progress meetings (Teachers and Head/ Key Stage Leaders)
Term 5	<ul style="list-style-type: none"> • Year 2 and year 6 statutory assessments • Assessments from marking inform planning • Teacher assessments may be backed up by external testing for validation. • All children given next steps to achieve through marking
Term 6	<ul style="list-style-type: none"> • EYFS Profiles Completed • Foundation subject assessments tracker • Assessments from marking inform planning • Reading, writing and maths results on tracker • Analysis of tracking by teachers and SMT • Written reports to Parents • Handover and discussion of targets with next teacher