

St Johns Cathedral Catholic Primary School

Policy for Assessment, Recording and Reporting Achievement

Assessment is the process of obtaining information about a pupil's achievement, successes and development. One of its most important functions is to help teachers plan tasks appropriate to the pupil's needs and abilities which improves teaching and the learning process.

Aims

The school believes that assessment procedures should:

- Insure consistency
- Be manageable, effective and consistent
- Facilitate continuity and progression
- Actively involve the child
- Value and acknowledge a full range of achievement
- Be accessible to children, teachers and parents
- Try to identify particular learning difficulties so that appropriate action can be taken

Objectives

- To use informal assessments on an ongoing basis supported by informative marking and discussions with the children
- To use a variety of agreed formal assessment methods supported by observation and discussion in the classroom
- To use the outcome of assessment to inform future planning and individual pupil development
- To use annual reports and parents meetings to encourage parental involvement and share information
- To include pupil's perceptions of their progress in their Record of Achievement file
- To complete Nursery Baseline and Foundation Stage Profiles and use this information to plan future teaching
- To use SATs and QCA results to inform planning
- To track pupil's progress within Year groups and across Key Stages and use this information for target setting

The assessment process is not a static one, it is an ongoing system which is continually being adapted to make it manageable and informative for both staff and children. The school has recently participated I the Assessment for Learning Action Research Project with some aspects of this currently under trial.

Process of assessment

English

Tasks

- Hearing children read in a one to one context

- Small group/individual discussions to appraise own work
- Best Try writing each Half Term levelled and recorded

Tests

- SIDNEY assessment in Year 1
- SATs tests Year 2 and 6
- QCA tests Years 3,4and 5
- Reading and spelling ages 3 times per year
- Weekly spelling tests in the classroom

Recording

- Home/school reading diary
- Individual and Guided reading records
- Reading and spelling age record sheet
- Phonic and word record sheets
- Progress tracked on whole school Tracking sheet

Maths

Tasks

- Small group/individual discussions to appraise own work
- Tasks to help assessment against the Key Objectives

Tests

- SATs tests Year 2 and 6
- QCA tests Years 3,4 and 5
- Half termly Heinneman testmaker assessment
- Weekly mental maths tests

Recording

- Half termly tracking against Key Objectives
- Progress tracked on whole school Tracking sheet

Science

- Skills assessment integrated into scheme of work

R.E

- Assessment is ongoing through classroom activities based on the Here I Am scheme
- Termly assessment task on a given theme

I.C.T

- Half termly skills assessment integrated into scheme of work

Foundation subjects

- Assessment arrangements are highlighted within each scheme of work, this is currently under review

Reporting of achievement

- Record of Achievement folder where annual progress is documented
- Annual reports sent out to parents in Summer Term
- Parents evenings in Autumn and Spring terms
- Reporting of achievement in National Assessment tests is in line with government guidelines

E. Penny
May 2005