

ST JOHN'S CATHOLIC INFANT SCHOOL
ASSESSMENT, RECORD KEEPING AND REPORTING POLICY



"Loving, Learning and Laughter Together with God"

Article 30: "Education must develop every child's personality, talents and abilities to the full."

INTENT

*"Our children will **know more**, can **remember more** and **apply more**"*

OVERVIEW

St John's Catholic Infant School will put into place effective strategies for assessment and record keeping providing a continuous record of children's achievements and their progress. It will be kept to the minimum necessary to be fit for its purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and children will be involved in the assessment, record keeping and reporting strategy at appropriate points.

OBJECTIVES

1. To chart the children's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assess children's development and progress in their work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To promote children's personal and social progress and achievements.
4. To be the basis of feedback to children and to help them set appropriate individual targets for improvement.
5. To ensure efficient and effective continuity and progression of learning across the school.
6. To be the basis of clear and accurate reporting of progress and achievement to children, parents and carers.
7. To promote the greater involvement of children and parents in assessment and the teaching and learning process.
8. To assist in the identification and diagnosis of individual needs.
9. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
10. To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

IMPLEMENTATION STRATEGIES

1. Recording should be of a positive nature and celebrate the achievements and progress made by children, whilst including all statutory information.

2. Records should be clear, kept simple and easy to understand.
3. The data capture tool 'Target Tracker' is used at the end of each term to record children's achievement and progress. Teachers then create termly Standards of Achievement, which show attainment, progress and achievement, with vulnerable groups reported on.
4. From the Standards Of Achievement teachers create Provision Maps, which identify how underachievement is to be addressed.
5. At the end of each half term teachers annotate these Provision Maps to reflect on how well the identified children are responding to individual support programs.
6. KS1 Foundation subjects are tracked twice a year. At February half term to allow enough time to build up an accurate picture of each child's achievement, then at the beginning of July as the academic year draws to a close. This is also used as a baseline for September when the child moves to the next year group.
7. Records should present a broadly based picture of the child, involving all positive aspects of development.
8. Teachers should involve children and parents in assessment and recording as appropriate.
9. Assessment and record keeping must be kept manageable.
10. Reports should meet statutory requirements and give parents a clear and accurate picture of the children's progress and achievement in all areas.
11. In the spirit of work load reduction assessment, record keeping and reporting should be contained within a teacher's normal working day.

IMPACT OUTCOMES

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.

We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Agreed by Governors on: 6 th July 2016	Reviewed on: 24 June 2021 26 June 2019
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