

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

ASSESSMENT, RECORDING AND REPORTING

INTRODUCTION

Assessment, recording and reporting are integral elements of the National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment, recording and reporting at Creigiau Primary School.

ASSESSMENT

The teacher in the classroom is assessing children all of the time. Although it is often an informal process e.g. using field notes, the information gained is primarily of use to the teacher in identifying areas of difficulty, selecting a course of action to be taken and thus improving the learning environment for the child i.e. it is formative in nature. If assessment is to be meaningful, it must be developed alongside learning activities so that it can reflect **how** they are learning, **what** they are learning and **where** that learning is taking them.

NATURE AND PURPOSES OF ASSESSMENT

Forms of assessment are:

- a) formative
- b) diagnostic
- c) evaluative
- d) summative

Formative:

Provides information for the teacher to plan the next step in pupil's learning.

Diagnostic:

Provides more detailed information about individual pupil's strengths and weaknesses.

Evaluative:

To help the teacher evaluate the learning and teaching strategies.

Summative:

Provides a snapshot in time of each child's achievement:

- a) at the end of the week
- b) at the end of the term
- c) at the end of the year
- d) at the end of a key stage

Assessment opportunities should be built in at the planning stage. Assessment information should be used as a basis for planning future work i.e. be formative.

ENTITLEMENT AND STATUTORY REQUIREMENTS

For each child at the end of Key Stage One i.e. Year 2, a Teacher Assessment (T.A.) must be made of the level achieved in each of the Attainment Targets in English or Welsh, Mathematics and Science.

For each child at the end of Key Stage Two i.e. Year 6, a Teacher Assessment (T.A.) must be made of the level achieved in each of the Attainment Targets in English, Mathematics, Science Welsh First language and Welsh Second Language (three in English and Welsh and one in Science and Mathematics).

T.A. levels for Year 2 and 6 pupils must be recorded and sent to the L.E.A. for analysis prior to reporting to parents in the Summer Term. T.A.'s in English, Mathematics, Welsh First Language, Welsh Second Language and Science must be administered in accordance with the instructions from The Welsh Assembly Government booklet, 'Statutory Assessment Arrangements for the school year 2009/10', with due weighting given, as advised, before an overall level is awarded. An overview of the Statutory Assessments to be undertaken, i.e. timetable, can be found in Appendix 1.

In addition to the statutory requirements, other assessments will be carried out as follows:

- a) On admission to the Reception class all children will be screened using the 'Baseline Assessment' and 'Baseline Schedule' tests. From Autumn 2010, pupils will be screened on admission to the nursery rather than on admission to reception. Standardised tests will be administered annually for pupils in Years three to six in English (NFER Group Reading) and Mathematics (NFER Mathematics papers 8 to 11 appropriate to the pupil's age). Non-Verbal Reasoning, through the use of the Edinburgh Picture Test in Year 3 and the NFER Non-Verbal Test in Year 6 will also be administered and the results sent to the for analysis.
- b) In the Welsh Section the pupils reading ability will be assessed using: Ein Stori Ni (A and B), Ein Helynt Ni and Ein Hysgol Ni and the results sent on to be analysed.
- c) School based spelling tests will also be undertaken during the 'Autumn, Spring and Summer Terms'.
- d) Use will be made of the Optional Assessment Material provided by The Welsh Assembly and previously published A.C.C.A.C. material to aid the creation of an end of Key Stage Teacher Assessment.
- e) Teacher's will also write comments outlining each individual's personal traits e.g.: attitude to learning, creativity, flexibility, perseverance, co-operation, independence, self-motivation and self-discipline.

Principles

As stated above, at Creigiau Primary School we believe that effective 'Teacher Assessment' is at the heart of learning and teaching.

The term 'Teacher Assessment' is commonly used to describe both everyday assessment

which takes place throughout a Key Stage, during lessons, and the judgements made by teachers at the end of a Key Stage. In reaching a judgement the teacher uses the Level Descriptors to find the 'best fit' using their knowledge of a pupil's work over time and across a range of contexts (see Appendix 2- Level Descriptors).

The importance of 'Teacher assessments is clearly shown by the fact that the judgements made have equal status with the Statutory Test results in all forms of public reporting.

Aims and Objectives

At Creigiau Primary our aim is to produce learners who are active in their own learning. We aim to achieve this by:

- Creating/Sharing the 'Learning Objectives' with the learners (W.A.L.T.)
- Creating/Sharing the 'Success Criteria' with the learners, for use during self or peer evaluation (W.I.L.F.).
- Providing positive feedback which leads to learners recognising their next steps, which can bring about future improvement e.g. the use of two stars and a wish as well as other written and verbal feedback.
- Developing the pupil's confidence and expectation levels e.g. using personal pupil targets in the core subjects (see Appendix 3).
- Involving the pupils in the marking process e.g. self and peer assessment and the use of traffic-lighting to express the level of understanding.
- Through the use of field notes make judgements so that future activities are properly matched to the individual learners needs e.g. differentiated.
- Making judgements about the nature and quality of learners work e.g. field notes and moderation.
- Involve parents in the pupils learning e.g. the termly overview of the subject areas to be covered and the termly parents' evenings.
- Reporting progress and achievement to parents, learners, colleagues, governors and relevant outside agencies.
- Monitoring trends in whole school performance and effectiveness e.g. analysis of Summative data (see Assessment and Pupil Tracking File) and the use of Fischer Family Trust (FFT), DEWI and County Tracking data.

Roles and Responsibilities

Class teachers will:

- Provide a supportive environment where assessment can be carried out without damaging the self-esteem of the pupils.
- Provide clear planning, reviewed by head of section, and share learning objectives with the pupils.
- Use assessment information to inform planning.
- Use field notes to provide on-going assessment.
- Provide constructive feedback to learners- oral and written.
- Report to parents on the pupils' progress, once a term parents' evenings and a written report at the end of the Summer Term.

- Set Individual Learning Plans (I.E.P.'s) once a term when required.
- Carry out school based tests and statutory assessments.
- Use on-going and Summative assessments to highlight significant progress, above or below.
- Ensure that the transfer of pupil information is carried out using the school's pro-forma sheets and is done so before the end of the academic year.
- The Year 6 teacher needs to ensure that all the required information is sent on to the receiving school by the end of the academic year.
- Identify learners in need of extra support e.g. M.A.T. pupils and liaise with the SEN co-ordinator to write I.E.P.'s.

The SENCO will:

- Liaise closely with class teachers and ARR subject leader.
- Provide a supportive environment where assessment can be carried out without damaging the self-esteem of the pupils.
- Monitor learner's progress against their I.E.P.'s.
- Liaise with external agencies, including the high schools.
- Ensure the required paper work is up to date.

The Subject Co-ordinators will:

- Ensure the curriculum planning allows the pupils to develop to the best of their ability (see subject co-ordinator files re. planning).
- Monitor their subject to ensure assessment informs learning and teaching. In Key stage 1 and 2 the learning objectives usually come from the National Curriculum programmes of study, Range, and the success criteria are influenced by the expectations in the Level Descriptors. In the Foundation Phase the desirable learning outcomes are referenced for tracking and for the creation of the teacher's learning objectives. At Key stage 1 and 2 learning objectives may also be taken from the National Literacy Strategy (CAL) in English, from the National Numeracy Strategy (NNS) in mathematics and from the WAG progression in science document and Welsh from the Welsh Assembly Governments National Curriculum documentation.
- Monitor levels of attainment and standards.
- Monitor the adequacy and use of resources e.g. through the use of audits and teacher questionnaires.
- Ensure that all learners receive their statutory entitlement to the curriculum with appropriate opportunities for building upon skill development.
- Use all the available data to make changes to learning and teaching as required.
- Interpret and analyse data to produce an annual overview and set targets for future improvements.
- Report to the Head Teacher and the link-governor on standards and SIP as appropriate.
- Identify their own CPD needs and those of others in relation to subject skills and knowledge.

- Moderate samples of work from across the two Key Stages to ensure consistency e.g. the creation of a subject portfolio with the involvement of all staff.
- Evaluate the standards of the pupils' achievements against the Local Authority and national standards in their subject.
- Use the available data to compare the results of girls and boys.

The ARR co-ordinator will:

- Ensure the ARR policy remains up to date (reviewed at least yearly) and consistent with other subject policies.
- Disseminate information and provide INSET training and support for colleagues.
- Generate an Action Plan in line with the SIP as required.
- Liaise with other subject leaders to ensure coherence.
- Make ARR procedures clear to all colleagues and ensure they are followed.
- Set the timetable for the assessment cycle.
- Collate assessment data to inform school target setting.
- Ensure portfolios are generated and standards met.
- Analyse NFER papers to identify areas of strength and weakness to help planning and aid school development.
- Compare school performance with national, county and similar school standards.
- Use the available data to compare the results of girls and boys and other identifiable groups, e.g. SEN pupils.

The Head-Teacher and Leadership Team will:

- Ensure the school meets the statutory requirements.
- Measure the school's performance against county targets, national benchmarks and the progress of individual cohorts.
- Identify variations between achievements of different groups of learners and respond accordingly.
- Agree pupil targets for the end of Key Stage for individual cohorts, as and when required.

The Governing Body will:

- Agree statutory targets.
- Approve the various policies, including ARR.
- The SEN governor will liaise with the head teacher and SEN co-ordinator.

Equal Opportunities and Race Equality

See 'Equal Opportunities, Race Equality and Diversity Policy'.

Assessment Timetable

The following assessment is on-going (AfL):

- Planning, with clear learning objectives and success criteria.
- Marking and evaluation, peer and self.

- Reviewed personally set pupil targets.
- Moderation
- Monitoring.

A copy of Statutory Assessments timetable can be seen in Appendix 5.

Assessment for Learning

See 'Assessment for Learning Policy'.

Planning

Planning is an integral part of the assessment process and in Creigiau Primary takes the following form:

Long term planning allows us to:

- Match the curriculum offered to the needs of the pupils.
- Evaluate assessment information to inform planning.

Medium term planning allows us to:

- Identify clearly the learning objectives with reference to the curriculum documentation, Range and skills, and the 'Skills Framework'.

Short term planning allows us to:

- Recognise the needs and abilities within the class.
- Select appropriate activities and resources which take account of the pupils' prior learning.
- Assess the outcome of the learning objectives and planned activities.
- Include the pupils when generating success criteria.
- Take into consideration a range of teaching styles and assessment approaches which allows pupils, whatever their learning style, to achieve.
- Realise that assessment does not need to be planned for all activities, though informal formative assessment may well take place, which could be recorded in the field notes.

Evidence of 'Long Term Teacher Planning' can be found in the subject schemes of work.

Evidence of 'Medium Term Teacher Planning' can be found in the teachers' planning files, or saved on a computer or memory stick.

Evidence of 'Short Term Teacher Planning' can be found: in the teachers' planning files, or saved on a computer or memory stick.

The following commentary provides brief notes on the way the school implements each section of the flow diagram: A Joined up Approach:

Short Term Planning

Short term planning will place the emphasis on the learning objectives refined from the schemes of work and are shared with the pupils.

Sharing the learning objective

The learning objective is shared in language the pupils understand e.g. W.A.L.T. (We Are Learning To ...). This is an important first step on the road to developing pupil self-evaluation and peer assessment.

Creating success criteria

In order for success criteria to be formulated, modelling of what a successful piece of work, in relation to the learning objective, needs to be fully explained and shown to the pupils. Success criteria can then be created with the pupils at the start of a lesson enabling the pupils to have an input, ownership. The success criteria may be displayed using the acronym W.I.L.F. (What I'm Looking For).

Marking and feedback

All marking and oral feedback provided for pupils during a lesson should be set against the criteria provided by the learning objective shared/created by the pupils. Feedback will identify what they can do, what they need to do to improve and how they may bridge the gap in relation to the learning objective.

Self-Evaluation

Effective use should be made of the plenary session at the end of lessons to teach and promote self-evaluation skills. A list of self-evaluation questions could be used and pupils may answer these questions individually, in pairs or groups. All self-evaluation should be related to the learning objective introduced at the start of the lesson.

Field Notes

The notes should refer to information gathered by the teacher about an individual's achievement/underachievement. Using assessment methodology e.g. pupil self-evaluation, perhaps through traffic lighting, the field notes can be used to inform future teaching and learning.

Individual Pupil Target Setting

Through self-evaluation the pupils are more able to create specific targets, rather than general targets e.g. I want to write better stories.

Short Term Lesson Evaluations

These should relate to information gathered about a group of pupils where significant achievement/underachievement has been identified. This information should then be used to inform future teaching and learning.

Differentiation

The whole process outlined above allows for the differentiation of work enabling all of the pupils to reach their full potential.

Marking and Feedback Policy

Creigiau Primary School's policy for marking relates to the ethos of the school and the aims and objectives we seek to achieve in all curriculum areas.

Each child's development requires our understanding of their needs and personalities so they are able to develop their abilities in a happy, caring community. To ensure that each pupil realises their full potential, all marking must be positive, clear and appropriate to the individual pupils' needs. The marking should also relate to the success criteria outlined at the start of the lesson and may be verbal as well as written.

The pupils' feedback, self-evaluation, is also useful and may take the form of a written response or the use of traffic lighting to indicate the level of understanding.

Marking is an essential tool for everyday formative assessment. It is where the pupil becomes directly involved in formulating their own targets for future development.

The Principles behind our Marking Policy:

- Marking is undertaken in a green pen, less 'destructive' than a red pen, communicating to the pupils the worth attached to their work.
- It is essential for all teaching staff, including newly appointed teachers and supply teachers to be made aware of and familiarise themselves with the school's marking policy.
- Marking needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
- Marking should be directly related to the learning objective (it may also have regard for content, presentation, originality and correctness). It therefore establishes the link between planning, the pupils' books, marking and future planning.
- Teachers should use their discretion in their marking and use their professional knowledge and realistic expectations for each pupil.
- Marking should be undertaken as soon after the work is completed as possible and, where appropriate, the pupil should be involved. This may involve sitting next to the pupil when marking, especially useful for the younger pupils or as a class discussion e.g. following an English comprehension task which allows all of the pupils to discuss how they inferred or deduced an answer.
- The teacher should acknowledge all work even if it is not marked directly.
- Pupils should always be encouraged to set out their work neatly in a neat handwritten style with the proper formation of letters and numbers.
- In upper Key Stage 2 the use of peer-assessment may be used, where pupils explain what they like about the piece of work and give constructive advice as to how to improve the work e.g. dance routine evaluations. If the work is written it is important that the teacher also checks the work.
- Depending on the task, age, ability and the realistic expectations of an individual the pupils should be asked to redraft their work on a number of occasions during the academic year e.g. expanding written work- detail, depth and length of story. This redrafting could be self-drafted in the upper juniors and could be linked to display work showcasing the high expectations the school has of the pupils.

- Oral comments may be given when returning work that has been marked without the pupil being present e.g. showing a pupil's work to the class, flagging up work of a high quality is a great motivator and can lead to a greater self-esteem.
- General oral class comments may also be given highlighting common class errors.
- When there are landmarks in a pupil's development a helpful comment, symbol e.g. smiling face, merit award for the class merit table should be used to encourage the pupils to improve or continue with the standard of work produced. This could be further reinforced by asking the pupil to show the work to other teachers or to the head teacher.
- Quality work is also flagged up during the weekly whole school assembly when individual pupils are chosen as the 'Pupil of the Week'. This can be a great motivator and allows the parents to be made aware of the pupils' progress.
- When the pupil's book is returned it is beneficial if time is allowed for the reading of the marking. In the upper juniors the pupils could make a written reply so forming a communication link which is especially useful if the material has been distant marked.
- The use of common symbols, in English and Welsh, means continuity exists across the school so the pupils are aware what errors or changes are required (see Appendix for the 'Language Marking Code')- the symbols can be found in the pupils' literacy books.

We Mark:

- To identify, check and monitor pupil's progress.
- To provide appropriate feedback to the pupils.
- To provide a dialogue between pupil and teacher.
- To help the pupil make a step further in their learning.
- To give encouragement.
- To provide evidence of assessments made.
- To aid Curriculum planning.
- To recognise pupil achievements.
- To identify pupils who need support or more challenging work.
- To identify the nature of support or challenges needed.
- To help in reporting to parents.
- To involve pupils in reviewing their own work and so help them to create their own future targets.

Marking and Feedback are Effective When:

- Practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.
- Feedback about work produced is made promptly and regularly.
- Both oral and written feedback is provided where appropriate.
- Marking focuses in response to the learning objective and criteria for success.
- Pupils are regularly given opportunities to assess their own work.

- Pupils understand what they need to do next in order to improve.
- Information gained is used to adjust future learning plans.
- The policy is shared with parents, guardians, so they can reinforce it.
- The policy is regularly reviewed and understood by all members of staff so the practice continues to reflect the school policy and enables the pupils to make the most of their abilities.

Pupil Self-Evaluation

The self-evaluation process allows pupils to have a sense of ownership of their work. It gives them the opportunity to reflect on what they have done and be involved in planning the way forward e.g. pupil target setting.

Points to consider when training pupils to self-evaluate:

- Provide the pupils with examples of the right kind of questions to ask (see below).
- Guide them with typical answers- modelling.
- Follow up points of difficulty with what helped them move forward.
- Encourage evaluation with their discussion partner and provide the time needed for this to occur.
- Encourage written self-evaluation occasionally.
- Accept oral feedback e.g. during class discussions.

Self-Evaluation- thinking about what happens when learning:

- What really made you think? Did you find it difficult while you were learning to ..?
- What helped you when something got tricky about learning to ..?
- What do you need more help with about learning to ..?
- What are you most pleased with about learning to ..?
- What have you learnt that is new about ..?
- How would you change this activity for another group, or class, who were learning to ..?

Self-assessment by pupils themselves has a part to play by encouraging a clear understanding of what is expected and by providing a valuable link between teaching and learning. It gives a sense of pride in positive achievements and a realistic awareness of weaknesses that need to be addressed.

At the end of each academic year all pupils from Year 1 up to Year 6 complete a self assessment on their performance throughout the past year. These self assessment sheets when completed are sent home to the parents along with their annual reports (see Appendix 6 for examples of the annual self-assessment sheets- differentiated according to the year group)

RETENTION OF ASSESSMENT DATA

All Statutory assessments are collated and stored by the ARR Co-ordinator. The results are analysed and the findings disseminated back to the class teacher and the 'Senior

Management team'. The results are used to track pupils (see Pupil Tracking File) and are analysed to identify strengths and weaknesses which then impact on future planning e.g. NFER Mathematics papers are analysed and questions where there is a weakness are identified allowing the subject co-ordinator to adjust the scheme of work, if it felt needed.

At the end of Key Stage 1 the Teacher Assessments are placed in the individual pupil wallet and are based on an overview of the pupils work throughout the year and from field notes.

In Key Stage 2 Assessment evidence for each child is stored in the pupil's wallet-N.F.E.R. data, Mathematics and English, Non-Verbal results as well as Spelling results. Examples of work may be supplemented by contextual information and ephemeral evidence, where necessary, especially for SEN pupils.

When forming an end of Key Stage assessment use may be made of the 'Optional Assessment' material provided by ACCAC, now DCELLS,

The evidence of the pupils' attainment can be found in their class books and from field notes. In reaching a decision on a level full use must be made of the 'Level Descriptors' found in each of the core subject Curriculum documents i.e. Mathematics, English, Science, Welsh Second-Language and Welsh First-Language.

At the end of Key Stage 2 a piece of work from each of the core subjects is undertaken and levelled. This is then taken to a moderation meeting at the high school where the levelling is compared with levelling from other feeder schools, the intention being to create a consistency of levelling.

For SEN pupils an IEP is produced termly and evaluated at the end of each term. The progress is noted and shared with the parents and is used to formulate a new IEP for the following term, again shared with the parents, guardians.

At Key Stage 1 and Key stage 2 evidence of work in the Foundation Subjects will be found in the retention of pupils Cross-Curricular project books.

ASSESSMENT MODERATION

National Curriculum Outcomes and Level descriptors have been developed for Summative assessment at the end of a Key Stage, i.e. assessment of learning. They are not related to a particular phase or Key stage but describe the types and range of performance that workers at that level characteristically demonstrate. The Outcomes and Levels refer to a learner's achievements over time and over a range of work and are used to judge which Level is the 'best fit' for an individual.

Consistency in Teacher Assessment

Consistency in assessment helps to ensure that, when judgements about individual learners are made against the standards in the National Curriculum at the end of a Key

stage, there is fairness for learners across classes, schools and Key stages. It gives head-teachers, governors, teachers, parents/guardians and learners confidence in the validity of judgements made in schools.

Processes involved in ensuring consistency in Teacher Assessments

Standardisation involves a process of using samples of work of the same learner or of different learners to enable teachers to reach agreement on Levels of attainment by confirming a shared understanding of the characteristics of each Level.

This may be regarded as the precursor of moderation at the end of a Key stage, where a 'best fit' judgement on an individual learner's Level of attainment is made.

At Creigiau Primary School a portfolio of assessed work, for each of the core subjects, is collated by the Subject Co-ordinator (the portfolios are being updated this year and will be a major target during 2010/11 in light of the changes to the curriculum's level descriptors). The portfolios contain examples of work for each Level Descriptor, illustrating the range of ability within each level in Science, Mathematics, English, Welsh First and Second Language.

The purpose of these portfolios is to establish common assessment standards between all teachers at Creigiau Primary School and to provide the basis for the annual county audit of Teacher Assessments. The portfolios will also allow for cluster based moderation and provide evidence for the AQAA moderation undertaken by the county. A portfolio of work moderated by Key Stage 2 and Key Stage 3 teachers is also available, the purpose of which is to ensure a consistency of levelling. The Assessment Portfolios are kept by the subject coordinator.

All staff should become familiar with the national standards in the core subjects, as exemplified in the A.C.C.A.C. 'Exemplification of Standards ' series (Key Stages one and two, Levels one to five). A C.D. containing all of the material can be obtained from ARR Co-ordinator or from the Head Teacher's office.

Each member of staff should become familiar with the school's interpretation of the requirements at each level in the core subjects, as exemplified in the school's portfolios of assessed work.

Teacher assessments will be monitored by the appropriate curriculum co-ordinator. The co-ordinator will review assessments at least annually with the staff. The co-ordinator is responsible for maintaining the resource library of teacher and task assessment material, including optional standard task activities and task activities from previous years. These may be used to support teachers in making or confirming their teacher assessments.

RECORD KEEPING

THE NATURE AND PURPOSES OF RECORD-KEEPING

Record-keeping is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative - to ensure continuity and progression in children's learning. It also provides the basis for report writing, target setting and discussions with parents.

Record-keeping should provide a clear picture of each child's attainments in all subjects which form part of the school's curriculum. However, to obtain that picture, it is not necessary to record everything that a child does in relation to every statement of attainment. Recording must not be so detailed that it gets in the way of teaching and learning. To this end the pupils' books can be used as they show what a pupil is able to do on a regular basis and not from one or two pieces of work.

At Creigiau Primary School the aim is to achieve continuity and progression in each child's learning; the achievement of this aim is founded on the use of Statutory and School Assessments, along with field notes in planning future teaching and learning activities.

Details of the Statutory and School Assessments can be found in the Assessment and Pupil Tracking Files.

ENTITLEMENT AND STATUTORY REQUIREMENTS

There are statutory requirements governing the content of each child's curricular record, the transfer of records between school and parental access to records. These requirements are summarised below:

A curricular record must be kept of each child's 'academic achievements, other skills and abilities and progress in school'. This record must be updated at least annually. The curricular record must include a Teacher Assessment at the end of each Key stage, in the core subjects, with due regard given to the weighting (see 'Statutory Assessment arrangements for 2009/10' booklet)

When a child leaves school, the following records must be sent to the receiving school within 15 school days and will include the latest Teacher Assessment levels against all applicable Attainment Targets at the end of each Key stage for the core subjects.

Parents have a right of access to records concerning their own child, with certain limited exceptions.

At Creigiau Primary School, it is the policy that each child's curricular record should include the following information:

- End of Key Stage Teacher Assessments.
- Notes on progress in reading and spelling tests administered each year
- Results of N.F.E.R. Mathematics and English papers undertaken by children from Year 3 to 6

- Results of ` Profion Darllen Cymru Gyfan ` undertaken by children in the Welsh section- Year 3, 4, 5 and 6.
- Baseline Assessment taken on entry into the Reception Classes (Nursery from Autumn 2010).
- Copies of the previous year's report to parents.
- Current IEP and previous evaluated IEP.

Notes or records in each of these areas should be updated at least annually or before transfer to a new class or school.

REPORTING

THE NATURE AND PURPOSES OF REPORTING

The annual report provides parents with a summary of their child's achievements in all aspects of school life over the course of the year. It enables parents to see clearly what progress their child has made and what can be done to assist that progress in the future.

The report has a vital role to play in helping parents to understand the work of the school and in strengthening the partnership between home and school. It is the single most important written communication with parents. By commenting clearly and perceptively on the child's progress and with the inclusion of targets for future learning, the report can help parents, pupils and receiving teachers to assess how further progress can best be achieved.

Pupils also complete a self-assessment sheet on their performance throughout the school year at the end of the academic year. These self-assessments when completed are sent home to the parents along with their annual reports (see range of differentiated Self-Assessment sheets in Appendix 6)

ENTITLEMENT AND STATUTORY REQUIREMENTS

Parents of all children of statutory school age must receive an annual written report containing:

- a) brief particulars of progress in all subjects or activities which are part of the school's curriculum, including Religious Education and P.S.E.
- b) the results of Teacher Assessments for children in the final year of K.S. 1 or K.S. 2 and comparative information about; attainments in the relevant year group at the school and nationally.
- c) details of the child's general progress;
- d) a summary of the child's attendance record over the year;
- e) details of the arrangements for discussing the report.
- f) pupils' self assessment

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For pupils moving to a new school all the relevant details will be forwarded, ensuring that the most recent Statutory and school tests are included. The aim is to ensure these are sent forward within fifteen school days of the pupil leaving the school.

IMPLEMENTATION

The class teacher is responsible for writing the subject comments in the reports for each pupil in his/her class, including comments on general progress. The latter may include comments on the pupil's behaviour, his/her contribution to the life of Creigiau Primary School and any special achievements in the school year. Written comments from any peripatetic, specialist or support teachers must also be included. Each report must be signed by the class teacher and counter signed by the Headteacher.

The required attendance figures (total number of sessions attended and the total number of sessions missed either authorised or unauthorised) must be entered on the report. For pupils in the final year of K.S. 1 and K.S. 2, the results of 'Teacher Assessments' and comparative information about these results (summary of performance of the relevant year group at Creigiau Primary School plus last year's national averages) will be produced by the L.E.A. and enclosed with the report.

Written comments should give a clear picture of the child's attainment in each subject. Comments should be clearly related to the subject and to elements within the subject (e.g. Attainment Targets or perhaps specific Level Descriptions which the child has mastered or is having difficulty with) where appropriate. Comments on each subject should comprise more than a single word or phrase e.g. 'satisfactory progress' and will usually be several sentences in length. Comments should include clear guidance and set specific targets (but not necessarily for each subject) to enable children to improve their work and for parents to see how they can best help their child.

Reports will include a sheet of each pupil's self assessment on their progress made throughout the year.

Reports are sent to parents prior the third annual parents' Evening in July.

Creigiau Primary School operates an appointment system with ample time for parents to view their children's work and then to discuss their child's work and the school report in detail, with the class teacher. The Headteacher is always available if parents wish to discuss matters of concern at greater length, or a further appointment with the class teacher may be arranged.

COMMUNICATING THE POLICY

Creigiau Primary School's policy on 'Assessment, Recording and Reporting' is an essential part of the school's documentation. The policy is distributed to all teaching staff and to all members of the school's Governing Body and can be found on the school's website.

EVALUATION AND REVIEW

The implementation and effectiveness of this policy is monitored by the Headteacher and the curriculum co-ordinators.

The policy is subject to review annually by the Head teacher, ARR Co-ordinator and subject Co-ordinators, in conjunction with the Governing Body.

Assessment Recording and Reporting Action Plan

2009/10

- All teachers are looking to develop their use of 'Assessment for Learning' and this will be reviewed as part of the Monitoring of the core subjects in the Spring Term.
- The success of the implementation of 'Assessment for Learning' principles will be evaluated as it is a target in our 'School Improvement Plan'.
- The Year 6 teacher will also use 'Supported Field Note' sheets during the Summer Term, in the core subjects, to evaluate their worth (see Appendix 4)

2010/11

- Work on Core Subject Portfolios- setting up an internal moderation timetable to ensure a consistency of levelling.
- Look into the use of skills ladders to aid the tracking of pupils within the core subjects.
- Look at pupil tracking in Key stage 1.
- Look into the way skills can be assessed, and tracked, in the classroom.

Phillip Ivins (17.03.10)