

Elm Tree Primary Academy



Monitoring, Assessment, Recording & Reporting Policy

Date:

Date:

Staff Member Responsible:

RATIONALE

Monitoring refers to the process of planning regular assessment opportunities, moderating assessments and using these to inform and support teacher assessments.

Assessment is at the heart of the process which promotes pupil learning and individual progress as well as leading to the recording of achievement throughout his/her school career.

It can:

- provide a framework in which educational objectives may be set and pupil's progress charted.
- yield the basis for planning the next educational steps in response to pupil's needs
- facilitate a dialogue between teachers, other professionals, parents, carers and the pupils themselves.
- enhance professional skills and help the school as a whole to strengthen learning across the curriculum and throughout the age range.
- strengthen continuity and progression.

Recording is the selection and retention of significant and relevant information on the individual pupil's experience and achievement, which indicates what the pupil knows, understands and is able to do.

Reporting is the communication of significant and relevant information on the individual pupil's experience and achievements.

AIMS

An assessment system aims to be:

- Formative - The positive achievements of a pupil may be recognised and discussed and the appropriate next steps may be planned.
- Diagnostic - Any difficulties may be identified and appropriate help and guidance may be provided.
- Summative - The recording of overall achievement of a pupil in a systematic way.
- Informative - All interested parties including other professionals, parents, carers and the pupil him/herself is kept up-to-date of overall progress.

Assessment should:

- a) Be an integral part of the teaching and learning process.
- b) Provide positive comments about a pupil's achievements and experience in the stated curriculum.
- c) Provide a basis for planning the next steps in a pupil's learning that are matched to the pupil's ability and previous experience.
- d) Include opportunities for pupil reflection and review.
- e) Be based upon clearly defined and stated objectives which are accessible and relevant to each student
- f) Provide all pupils with the opportunity to show what they know, understand and can do, but also allow pupils to demonstrate what they cannot yet do.

OBJECTIVES

Assessment should focus on the needs of the pupil, of teachers, of the school and the statutory legal requirements.

Pupils will need to:

- know what is expected of them;
- have short-term, achievable targets;
- be offered strategies to help them learn effectively;
- have regular opportunities to review their learning;

Teachers will need to:

- identify clear learning objectives;
- identify the criteria for assessment;
- employ an appropriate range of assessment techniques including APPs. • emphasise positive achievement;
- provide information for other teachers;
- work collaboratively with the whole school curriculum framework.
- use assessment information to evaluate teaching and learning within the classroom. The School should use assessment information to:
- evaluate the curriculum
- inform other professionals, as appropriate;
- ensure that full reports are made available to parents, employers and other agencies;

- provide accurate information for academy councillors, the Trust and other appropriate bodies about curricular achievements.

Entry Profile/Baseline Assessment

The information in the pupil's Educational Health and Care Plan (EHCP) together with any contributing reports including education psychologist and previous school report are used as a baseline for new pupils. Pupils are assessed against using accessible and relevant criteria or accreditation outcomes dependant on their age at admittance.

The Early Years Foundation Stage Profile is used for statutory baseline assessment on all Yr R pupils. At the end of the Early Years Foundation Stage they will be assessed using the Early Years Foundation Stage Profile, against Early Learning Goals and next steps criteria and Characteristics of Effective Learning. This is completed with teacher assessments and observations.

Equal Opportunities Curricular provision will ensure that pupils are offered a variety of learning experiences that enable them to develop a wide range of skills regardless of degree of disability.

Guidelines for assessing, recording and reporting achievement

Elm Tree Academy curriculum provides for the special educational needs of our pupils. The processes by which good assessment practice is established are common to all subjects although there is a need to accommodate the individual characteristics of each subject. Good assessment practice involves effective, long, medium and short term planning on the part of co-ordinators and teachers, to identify clear learning objectives and outcomes.

Good planning will ensure that skills will be developed, positive attitudes encouraged, knowledge and understanding increased and that a broad, balanced and relevant curriculum will be delivered.

Methods of Assessment

These should be flexible to match the teaching situation and may include the following:

- Pupils work (written, drawn, typed, captured on video/photo or demonstrated and observed) which is evaluated in relation to an assessment criterion - Written or verbal feedback is given to the students (Refer to marking policy).
- Formal/diagnostic testing - e.g. reading, comprehension or maths tests, Educational Psychologist or other professional assessment
- Assessment activities designed by the teacher – to support teacher assessment in curriculum areas
- Self-assessment and peer assessment – e.g. Assessment for Learning Policy

- Recording - Record keeping is part of the assessment process and not an end in itself. Assessment data is collected and recorded so that an analysis of student progression can be completed and it can also be used to support strategic decision-making.

Reporting

The purposes of record keeping:

- to show the level of achievement reached by each pupil
- to provide an indication of the progress of each pupil in relation to expected progression
- to provide evidence to support the levels of attainment reached
- to provide parents, staff and the pupil with information about the pupil's achievement, attainment, experiences and progress in school

Annual Reviews of Education Health and Care Plans and Transition Reviews are carried out for all pupils as required by the SEND Code of practice (2017). Annual reports are sent to parents (in line with School reports on pupil performance, 2015).

In addition to these legal requirements the school provides opportunities for parents/carers to discuss their son/daughter's progress throughout the year.