



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

**POLICY FOR ASSESSMENT,
MARKING, RECORDING AND REPORTING**

This policy has been approved and adopted
by St Charles Borromeo Catholic Primary School in Autumn Term 2022
and will be next reviewed in Summer 2025.

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Policy for Assessment, Marking, Recording and Reporting

At St Charles Borromeo Catholic Primary School and Nursery our policy for Assessment, Marking, Recording and Reporting relates directly to our Mission Statement, the aims of our Learning and Teaching Policy and the current statutory requirements. In order for all pupils to realise their full potential, assessment and marking must be clear and appropriate in its purpose, productive in its outcomes and pupil centred. This policy is also firmly based in the principles of Assessment for Learning.

AIMS

Assessment, Marking, Recording and Reporting help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development
- take responsibility for and make informed judgements about their future learning

Assessment, Marking, Recording and Reporting help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning

Assessment, Marking, Recording and Reporting help the school to:

- make informed judgements relating to the way the curriculum is planned and resourced effectively
- communicate pupils' achievements to pupils, parents, and governors

OBJECTIVES

Assessment, marking, recording and reporting should:

- involve the whole school and have a common agreed approach
- celebrate pupils' achievements - academic and personal
- meet statutory requirements
- be integral to learning and teaching and be continuous
- inform teachers, pupils and parents about progress
- address equal opportunities
- involve pupils in the whole process
- be a shared process between teacher and pupil

ASSESSMENT

There are two main purposes of assessment:

- Assessment **for** learning (AfL) is formative assessment which includes any assessment activity which informs the next steps to learning.
- Assessment **of** learning (AoL) which is any assessment which summarises where learners are at a given point of time in terms of both attainment and achievement (summative assessment).

Policy for Assessment, Marking, Recording and Reporting

Assessment for Learning (AfL)

AfL is one of the most powerful ways of improving learning and teaching and raising standards. At St Charles Borromeo we are committed to improving learning through assessment.

Assessment for Learning is a key element of the core principles of Excellence and Enjoyment. The term 'assessment' is defined as follows:

'...the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.' (Black et al 2002)

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002a)

Assessment that is planned and integral to the curriculum is likely to provide the most useful information for teachers about their pupils' performance. Teacher assessment is concerned with the whole child's development academically and socially. It is integral to curriculum planning and ensures that pupils' needs and abilities are taken into account. At St Charles Borromeo we carry out day-to-day assessment which involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying next steps. A number of strategies are employed to achieve this including: questioning, observing, discussions with the children, marking and assessing written work with children, using recall/review checks and engaging children in self and peer assessment.

We believe that involving the children in the marking and assessment of their own work develops their ability to become independent learners who can seek out and gain new skills, knowledge and understanding. We encourage the children to engage in self-reflection and to identify the next steps in their learning. Through peer and self-assessment children can develop the ability to understand the progress they are making in their learning and identify what the next steps in their learning should be.

Assessment of Learning (AoL)

National Curriculum Tests/ Teacher Assessment take place at the end of Key Stage 2 in the core subjects of English (writing, reading and spelling, punctuation and grammar (SPAG) and Maths. At Key Stage 1 the children are given tasks to complete in English (writing, reading and spelling, punctuation and grammar (SPAG)) and Maths which are used to inform teacher assessment. Science at Key Stage 1 is assessed by the teacher rather than through the administration of a test. All levels awarded at Key Stage 1 are teacher assessed.

National Curriculum tests serve three main functions:

- to help teachers to work towards a consistency of standards both at local and national level
- to inform and support teacher assessment
- to help teachers make a summative statement before the children move to the next Key Stage.

Statutory assessments are used to support other forms of continuous teacher assessment rather than being the central focus of the assessment process.

At the end of Key Stages, teachers and the Headteacher plan the timetable for the administration of the National Curriculum Tests.

Other assessments/tests required by the Local Authority are used to support planning and identifying the needs of individual pupils. These include:

- Foundation Stage Profile

- Assessment of phonics/phonics screening check (Year 1)
- Diagnostic tests/screening
- Value added information
- School Benchmarking and Target Setting

MARKING

‘The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.’ (Taken from QCA website – Characteristics of AfL)

We employ a range of strategies for providing constructive feedback to the children including oral and written feedback. Oral feedback is given to pupils identifying their successes and areas that will move pupils on to the next step in their learning. Written feedback is focused on the learning objective (WALT) and success criteria (WILF). Children are encouraged to read the teacher’s comments and respond to them.

In our written marking we endeavour to:

- benefit pupils, teachers and parents by checking in a diagnostic way that concepts have been understood.
- encourage, praise and motivate pupils.
- to use a consistent marking code (see Appendix A)
- show success and demonstrate that the work is valued and appreciated by identifying aspects of their work that show success related to the learning objective.
- indicate improvement – the teacher will identify an area where the work could be improved.
- give an improvement suggestion – the teacher suggests an improvement to guide the children in the improvement of their work. Comments are written in the margin or bottom of the page where possible.
- use information from marking and assessment to aid curriculum planning.
- aid identification of pupils who need support/more challenging work.
- encourage self and peer evaluation.

Work is marked according to learning objectives, which have been shared with the children and next steps identified where appropriate. Written feedback lends itself, in particular, to pieces of extended writing. A range of rewards are also used by staff to indicate achievement to the children.

RECORDING ASSESSMENT

Recording is a continuous integral process aiding communication between teachers, pupils and parents. It informs curriculum planning at all levels through the completion of manageable formative and summative formats. Records should be in accordance with statutory requirements.

Whole school assessment:

Maths, English, Science and R.E. are assessed at least every term. The data from these assessments are logged into Target Tracker to allow the SMT, curriculum co-ordinators and teachers to monitor pupil progress throughout the academic year. This enables staff to identify any children who need additional support or extension.

Examples of work are kept by subject leaders and include evidence of work from Greater Depth, Expected and Below Expected children. Where relevant, each child’s work from the ‘Whole School Assessment Tasks’ are kept in an individual portfolio, which also includes National Curriculum Tests/Optional National Curriculum Tests papers.

INDIVIDUAL PUPIL RECORD OF ACHIEVEMENT

This should include:

- all statutory test results
- end of Year Reports – which highlight areas of achievement and target areas for improvement in the next academic year
- Foundation Stage Profile
- diagnostic tests/screening, where applicable

CLASS TEACHER RECORDS

Class teachers use their own records for the monitoring of areas of the curriculum e.g. speaking and listening, spelling and maths tests. Termly assessment results in English (writing and reading), Maths, Science and R.E. are accessed through Target Tracker.

USING ASSESSMENT INFORMATION

Results of assessment are analysed annually and the governing body is involved in this process. Results are used to inform our curriculum delivery, ensure progression and improve standards.

Results used may be:

- Foundation Stage Profile
- KS1 National Curriculum assessments
- KS2 National Curriculum Tests
- Termly assessments
- Teachers' records.

SPECIAL EDUCATIONAL NEEDS

A pupil may have special educational needs at some time during his/her school life. There is a clear procedure to identify and record children with Special Educational Needs.

Pupils with Special Educational Needs in our school are identified as early as possible and placed on the SEN record on a particular stage of the Code of Practice, in keeping with our Special Educational Needs Policy and all statutory requirements

FOUNDATION STAGE

Continual assessment of needs is carried out in the Nursery and Reception classes. Samples of children's work and individual records are kept and the Foundation Stage Profile is updated and maintained on a regular basis during the year using the Tapestry programme. These records are passed to the next teacher at the end of the academic year.

REPORTING TO PARENTS

Reporting not only fulfils legal requirements but is a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to parents is carried out through:

- Parent Information Evening – this is an initial meeting with all parents at the start of the academic year. The purpose of this meeting is to inform parents of a general outline of teachers' plans and intended outcomes. It gives teachers an opportunity to explain the day to day organisation of the class and the whole school.
- Two individual interviews with parents - one in the Autumn and one in the Spring Term to report on progress
- An additional individual interview with parents can be arranged with the class teacher, in the Summer Term, if the parents have any issues from their child's Annual Report that they wish to discuss further.

In keeping with the ethos of our school, parents are made aware that the Headteacher or class teacher are always available throughout the year to discuss any issues affecting their child's progress.

INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

REPORTING TO GOVERNORS

The Headteacher reports to the Governors once per term in the Headteacher's report. Governors are informed by the Headteacher when National Curriculum Tests and other tests are taking place.

ARRANGEMENT/INFORMATION FOR TRANSFER TO NEXT SCHOOL

Arrangements are made between schools for the exchange of the pupils' records of achievements. There are induction days for the children transferring to local secondary schools in the Summer term. There is also liaison between Year 6 teachers and representatives from the secondary schools.

The contents of pupils' folders at end of KS2 should include:

- Results from their Foundation Stage Profile
- End of KS1 Teacher Assessment
- Copies of all KS1 and KS2 reports to parents
- Any SEND, medical or home circumstances forms appropriate for an open file
- End of KS2 Teacher Assessment results for the core subjects (statutory)
- End of KS2 National Curriculum Test results (statutory)

CONSISTENCY AND STANDARDISATION

Headteachers and Governors have a statutory obligation to ensure consistency of standards within their schools. By sharing our perception of children's learning in and across schools, we will work towards fulfilling this obligation.

For consistency, it is essential that all teachers in the school have a common understanding of the assessment process.

All policies of St Charles Borromeo should also be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk

Reviewed: Autumn Term 2022
Approved by Governors:
Date of next review: Summer Term 2025




APPENDIX A

The following symbols are used to indicate areas for the children to correct:




Foundation Stage

V	Verbal explanation
✓	Done well

Key Stage 1

^	omitted word
//	start of paragraph
↑	capital letter
↔	finger space
fs	full stop
	next steps
	verbal explanation
	merit
😊 / ✓✓	something i really like / target met

Key Stage 2

^	omitted word
//	start of paragraph
Ⓒ	capital letter
↔	finger space
fs	full stop
ns	next steps
	verbal explanation
	merit
	tense
sp	spelling error
p	punctuation error