Willows Academy

Assessment, Recording and Reporting Policy

This policy was formally adopted by the Willows Academy on: 1st May 2013

The renewal date for this policy is: May 2014

Context

The overall aim of the Academy is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunity through high expectations and adherence to traditional values

The Assessment, Recording and Reporting Policy of Willows Academy supports a positive environment in which high quality teaching and learning can take place. So that every Pupil has the opportunity to fulfil his/her full potential, individual self-esteem is nurtured, consistency of approach is ensured, and the efforts of all involved in the partnership of Pupils, Parents, Teachers and Governors are recognised and respected.

Assessment Aims

- To help Pupils to celebrate their achievement and to understand what they need to do to improve their work and make progress, thereby enhancing their own self-esteem.
- To help teachers to plan, monitor and evaluate the progress of each child and hence, the appropriateness of the curriculum for the individual.

Recording Aims

- To accumulate evidence of attainment in a reliable, valid and systematic manner, to enable trends and discrepancies in the work of each Pupil to be monitored over a longer period of time to improve assessment and aid reporting.
- To ensure consistency of assessment/marking within departments and throughout the school.

Reporting Aims

- To provide an accurate, informative document for Pupils, parents and professional colleagues that clearly indicates a strategy for future improvements.
- This needs to apply to all aspects of Pupil development.

Assessment Guidelines

- Assessment is an integral part of the learning process and should employ AFL (Assessment for Learning) principles at its core
- Assessments will take place at least half termly prior to collection data in SIMS assessment manager
- Assessment should include a variety of evidence (verbal <u>and</u> written) to inform and monitor progress.
- Assessment should, where appropriate, award a grade/mark corresponding to the standard of work.
- Assessment should emphasise positive achievement but ensure that weaknesses are also highlighted and inaccuracies corrected.   This should be supported by Pupil self-assessment when appropriate.
- Assessment should encourage progress and promote higher standards, by identifying targets for future development both in the standard and presentation of work.
- Schemes of assessment should be included in the schemes of work and should respond to the individual needs of the Pupil.
- Assessment data should be used to evaluate teaching programmes.

Recording Guidelines

Teachers

Records should contain a balance of information including targets and tasks, academic attainment and, where appropriate, practical and personal skills.   From this it should be possible to identify areas for improvements.   The teacher's record should be supported by appropriate samples of Pupils' work as evidence upon which records have been based.

Academy

Academy records are held centrally within the SIMS data management system and will contain all external examination results, copies of academy reports and all relevant information for each Pupil, medical data and assessments provided by other agencies which have implications for educational practice.

Reporting Guidelines

The academy will report to parents at least termly following the second cycle of assessment data collection in each term. Termly reports will be created by the class teacher for approval by the academy SLT.

Reports will enable measurement of progress against academy targets (at least 2 levels of progress between FS1 and the end of KS1 and another 2 levels of progress by the end of KS2), assessment of Pupils' attitudes to learning and attendance.

In addition reports will:
- meet the additional 'End of Key Stage' requirements for additional and comparative information.
- indicate strengths and weaknesses and how improvement can best be ensured.
- allow for meaningful dialogue between parents and school by being both manageable (for teachers) and 'user-friendly' for parents and Pupils.
- be appropriately released as judged by the individual need in each year. They will be prepared within an appropriate time frame to ensure document quality.
- recognise the additional requirements relating to Pupils with statements of SEN and those at or above Stage 2 in the 'Code of Practice' seek to motivate and encourage Pupils by being couched in largely positive fashion.
- invite parental response and involvement.