

# ASSESSMENT, RECORDING AND REPORTING POLICY

Updated July 2022

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Assessment is an integral part of teaching and learning. It plays a key role in all areas of school life.

## **Aims of Assessment**

The aims of assessment are as follows:

- To clarify pupils' understanding and areas of strength and weakness.
- To plan activities to meet the needs of a pupil.
- To nurture pupils' learning and identify areas for further work.
- To evaluate teaching and inform future planning.
- To inform and report progress to pupils and parents and other staff.

## **Methods of Assessment**

Assessment is ongoing and is carried out in a variety of ways

- Working with or speaking to pupils; questioning and discussion
- Observation of practical tasks and pupils working, including photographic evidence
- Marking of written and pictorial tasks
- Testing – (see **Appendix I** for annual cycle of assessment tests)

## **Types of Assessment**

Assessment can be broadly categorised as either formative or summative.

Formative assessment is a process of continuous assessment used in mapping out the steps, which pupils are following in their learning.

Summative assessment considers what a child has achieved at a set moment in time.

Appendix I shows the annual cycle for assessments.

The Assistant Head monitors the results, tracking student progress and hold progress meetings with staff to identify pupils who require more specific in class support.

Assessment is managed through discussion, observation and questioning about oral, practical or recorded tasks. It may be carried out verbally or given in the form of a written comment depending on age and ability. It is constructive, gives feedback against preset standards and should be given as soon as possible, either during a task or soon after completion. This feedback lets pupils know how near they are to meeting the standards, what they need to change so the standards can be met, what levels of support they can expect, and the timescale for these improvements. Teachers use various types of formative assessment with their pupils. This helps with:

- Self-assessment – where pupils engage in assessing and reviewing their own progress, setting targets for future improvements
- Peer assessment – where pupils engage in collaboratively assessing their peers
- Evaluative assessment – where teachers use assessment to focus on their own practice and make amendments where appropriate
- Diagnostic assessment – this identifies specific problems a child may have in an area of learning.

## **Recording**

A range of evidence is kept in the form of:

- Assessment records on shared drive for Reading, spelling, writing and maths.



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- Writing assessments within English drafting books for each child, containing half termly unaided writing and targets, to be passed on to the next class teacher every year.
- Test results from CEM Baseline Progress for Reception, CATS for Y3 are stored on the shared staff drive.
- NGRT, writing assessments and White Rose maths tests results are stored on the shared drive and inputted termly.
- GL progress tests in maths and English are carried out annually and are also stored on the shared drive.
- Assess, Plan, Do, Review documents give further detail about how test results are used for teaching and learning and can be found on the shared drive.

## **Reporting to Parents**

**Informal Verbal Reporting:** this may take place at the initiation of a parent or member of staff. Arrangements are made to the mutual convenience of all involved parties and the staff member present keeps a record of any decisions made. The staff member must report any issues of importance to the Head of Juniors, via the appropriate form or email, as soon as possible after the conclusion of the meeting.

**Curriculum Evenings:** At the end of the summer term all parents are invited to year group welcome meetings.

**Parents' Evenings:** These are held in the autumn term and the spring term. Autumn term meetings afford staff the opportunity to outline how a pupil has settled into the year, pass on assessment information gathered if appropriate, comment on organisation and effort witnessed so far. Academic and social progress is discussed during the spring term and, if appropriate, further assessment information may be shared. Targets specific to the individual child's progress are shared with parents. All parents are invited to attend. Where occasionally parents or a member of staff cannot attend parents' evening, alternative arrangements are made to the mutual consent of all involved parties.

**Written Reports:** Written reports are sent to parents three times during each academic year.

The Autumn and Spring reports includes a pastoral comment (character) a comment on their effort (endeavour) and achievement scores identifying whether the child is working at the expected level for their age in English and maths as well as the progress they have made.

For Reception to Y2, assessment scores are not included in their report.

In EYFS, all six areas of learning are reported on.

During the summer term, full reports are sent home which comment on every subject and for Years 3-6 include assessment information in English and Maths.

## **Between Staff**

It is important that discussion takes place before children transfer into another class, between class teacher and SENDCO, and between teaching and non-teaching staff. Where possible time will be given for this, but it is also expected that staff will make individual arrangements. Time is given in each staff meeting to discuss children causing concern, or to celebrate their achievement.



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## Appendix I Annual Cycle of Assessment



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		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn	1st Half	Baseline CEM (by end of Sept)	SWST (Early Sept)	SWST (Early Sept)	SWST (Early Sept)	SWST (Early Sept)	SWST (Early Sept)	SWST (Early Sept)	
		Phonics Assessment	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	
		Tapestry			CAT 4 on paper (by End of Sept)	CAT 4 for any midyear starters that did not sit this in Y3	CAT 4 (for any new starters)	CAT 4 (for any new starters)	
	2nd Half	Phonics Assessment	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	
		On-going Tapestry	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	
			Reading Comp NGRT (paper)	Reading Comp NGRT (paper)	Reading Comp NGRT	Reading Comp NGRT	Reading Comp NGRT	Reading Comp NGRT	
<b>Progress Meetings,'Assess Plan Do Review'</b>									
<b>Data to inform Short Reports</b>									
Spring	1st Half		Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	11+ Assessed writing	
	<b>Parents' Evening</b>								
	2nd Half	Phonics Assessment	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)	End of term internal maths test (White Rose)
		On-going Tapestry	Reading Comp NGRT (paper)	Reading Comp NGRT (paper)	Reading Comp NGRT	Reading Comp NGRT	Reading Comp NGRT	Reading Comp NGRT	Reading Comp NGRT
		Phonics Assessment	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing
		On-going Tapestry							
<b>Progress Meetings,'Assess Plan Do Review'</b>									
<b>Data to inform Short Reports</b>									
Summer	1st Half	Phonics Assessment							
		On-going Tapestry	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	Assessed writing	
	2nd Half	Phonics Assessment	Progress in English & Maths Tests date tbc GDST	Progress in English & Maths Tests date tbc GDST	Progress in English & Maths Tests date tbc GDST	Progress in English & Maths Tests date tbc GDST	Progress in English & Maths Tests date tbc GDST	Progress in English & Maths Tests date tbc GDST	
		On-going Tapestry	SWST Assessed writing	SWST Assessed writing	SWST Assessed writing	SWST Assessed writing	SWST Assessed writing	SWST Assessed writing	
<b>Full reports</b>									



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