



# King David Primary School

## Assessment and Recording Policy

### **Introduction**

At King David School, we believe that assessment and recording are crucial to the teaching and learning process. Within short, medium and long term planning, learning opportunities and objectives will be clearly identified.

### **Aims**

- To recognise and celebrate the achievements of all pupils across the full range of the curriculum.
- To provide an interim and end of year report to parents indicating what has been taught and learnt, as well as identifying the pupil's strengths and areas for development.
- To ensure continuity, progression and high expectations.
- To ensure a full range of differentiation in planning and teaching.
- To identify and support pupils with special educational needs.
- To identify and support pupils identified as Academically More Able.
- To encourage pupils to review their own work, self-assessing and setting appropriate future targets. (AFL)
- To promote amongst parents appropriately challenging expectations about pupils' attainment.

### **Personalised Learning**

At King David we pride ourselves on promoting Personalised Learning. Analysis of pupil data is regularly undertaken allowing us to set specific targets for all children. For some pupils learning may be more beneficial on a one to one basis. We also identify pupils requiring additional support in numeracy and literacy and these pupils attend Target Groups. For most children work is differentiated and undertaken as part of a whole class.

### **Methods of Assessment**

- Foundation Stage Profiles in Nursery and Reception, using the 2Simple-Build-a-Profile software
- Focused assessment activities and tests when deemed appropriate
- Key Skills judgements for foundation subjects, Science, Computing, Ivrit and RE
- Half-termly writing tasks
- Questioning and listening
- Consideration of finished work, e.g. marking
- Summative tests/assessments in Reading, Writing and Maths in December, March and June, using White Rose assessments for Maths and Rising Stars PiRA tests for Reading
- Initial Phonics assessment at the beginning of Year 1
- Interim Phonics assessment in January in Year 1
- Phonics tasks completed at the end of Year 1
- Phonics tasks completed again at the end of Year 2, for those children not achieving the required level at the end of Year 1
- Relevant past SATs papers as appropriate in Y2 and Y6
- SATs at the end of Keys Stages, i.e. Year 2 and 6
- APP (Assessing Pupil Progress) in Numeracy, Reading and Writing, tracking an example child from each ability group
- Pupil book scrutiny and interviews/ Findings reported back to staff.

- Self and Peer assessment (AFL)
- Moderation of pupils work to ensure consistency within the marking structure

## **Pupil Records**

### **Foundation Stage**

- Parents of children in the Nursery discuss their child's strengths with the nursery staff and entry profiles are completed. (This will take place in the Reception class if the child did not attend the Nursery). Examples of the child's work are gathered in to the profile, showing achievement within the Developmental Bands. Summative analysis is conducted at the end of each term. At the end of Nursery, achievement is translated across into the Foundation Stage Profiles.
- In the Reception class, records are kept to show children progress in the Foundation Stage Profiles. Summative analysis is conducted at the end of each term.

### **Key Stages 1 and 2**

- Evidence of APP Assessments are kept in class folders with assessment sheets
- Progress reports are sent home in December and July, shortly before Parents' Evening. They can then be discussed at Parents' Evening. Reports are stored on the computer network for future reference.
- SATs levels and teacher assessments will be included in the summer reports where appropriate. Parents are always welcome to come in and discuss their child's progress at any time.
- Pupils' subject books and folders are evidence of the work covered over the year. They provide constructive feedback through marking and show evidence of progress over time. Children are allowed to take their books home at the end of the year and these are also available to view on Parents' Evening.
- The class teacher and the SENCo maintain records for the SEN pupils so that progress can be carefully monitored.
- Each SEN pupil has an IEP. All pupils are involved in their own target setting.
- All pupils have a portfolio of work or certificates that they are particularly proud of. This moves with them each year. When they leave the pupils can then use it as a record of Personal Achievement.

## **Transfer of Records**

### **During primary schooling and movement on to senior school**

- The LA/DfE standard form
- Each July all teachers meet to discuss individual pupils progress and needs to ensure transition to the next year group runs smoothly
- The spring and summer reports to parents
- SEN records including IEP and IBP
- Any examples of work that may be relevant
- At Y6, electronic transfer forms detailing KS2 SATs achievements and teacher assessments

## **Confidentiality and Access to Information**

The results of individual pupil's assessments are always treated as confidential. They are only communicated outside of the school to the individual's parents, the school to which the child is transferring and LEA agencies when necessary.

Parents have the right of access to all written documentation and records, which are intended for future use by other members of staff or appropriate external bodies.