



Hyde Park Infant School

Assessment, Recording and Reporting Policy

HYDE PARK INFANT SCHOOL
Policy for Assessment, Recording and Reporting

Rationale

In order for assessment to be effective, all staff must be clear about the purpose of assessment, agree on the assessment procedure and be consistent in implementing it. Assessment arrangements are an integral part of all our work, continually influencing and promoting our planning, teaching and learning. Assessment procedures are seen as essential and have been designed to be manageable, useful and effective in bringing about improvement.

- To identify children's strengths and weaknesses which will guide planning and future target setting.
- To involve pupils in self-assessment thus empowering children to understand assessment criteria, take charge of their successes and rectify their weaknesses.
- To encourage children to understand their targets and to work towards achieving them on a daily basis.
- To assess children's understanding of key learning objectives
- To support learning and improve standards in a way that has a positive effect on pupils.
- For staff to work together on assessment tasks in order to share and understand common assessment criteria.
- To help assess the learning requirement of the 'Special Needs' child and plan work accordingly (gifted and less able)
- To establish or build up good relationships with parents during the completion of the 'on entry' profiles.
- To inform parents about their child's achievements and progress and continue to build upon relationships.
- To enable children to make a yearly personal statement about their strengths, weaknesses and aspirations and for staff and children to work together on target setting for the future.
- To recognise a breadth of achievement with and beyond the curriculum and the school.
- To recognise achievement and thus enhance children's motivation, commitment and self-esteem.

- To aid the smooth transfer of children from class to class and from our school to the junior school.
- To compare the performance of children at Hyde Park Infant School with the Local Authority and Nationally

Guidelines (How)

Assessment will take place in a variety of forms including formative, diagnostic, summative and evaluative. (See appendix 1) Some assessments will be recorded and others, while still being valuable and informative, will not. Staff may analyse written, pictorial, observed or ICT evidence. Assessment opportunities will often be planned for in staff planning documentation at key points in a child's learning although assessments can take place at any time as children make important achievements throughout the day.

Assessment opportunities are as follows:-

- Children will have the opportunity to be formally and informally assessed every day.
- The use of Learning Trees as an assessment tool (See Learning Policy)
- Marking of work to inform assessment leading to improved outcomes (See Appendix 2 for marking policy)
- Success Ladders.
- Individual Education Plans for Special Needs pupils (See Special Needs Policy)
- Year Group Provision maps for planned interventions
- Teacher produced and planned assessments activities that form an integral part of planning.
- Yearly self-assessment written opportunity for children in their end of year report.
- Stickers and rewards (see Behaviour Policy)
- School and external assessment opportunities – work scrutiny, moderation internally and externally with other schools.
- Year group and whole staff opportunities to moderate and level work against age related national standards
- Termly planning assessment tasks.
- PM Benchmarking assessment package for reading, Rising Stars for numeracy.
- Open Day opportunity
- Liaison with outside agencies e.g. Educational Psychologist
- School reading records
- School Letters and Sounds assessments including extended spellings

- Foundation Stage assessments and SATs.
- Home/School liaison book.
- Annual report to parents (Appendix 4 Foundation Stage and KS1 versions)
- Formal staff/parental discussions as part of the school's Parent Evening programmes (2 per year)
- Formal or informal staff/parental discussions at any time of the year at the request of either party.
- Staff observations and questioning of children.
- Pupil/Staff discussions and pupil conferencing.
- Pupil/Staff/Parental discussions.
- Class and school displays.
- Written transfer documents

Reporting progress

The aim of reporting is to acknowledge and celebrate what has been achieved by a pupil and to use this information to determine each child's future teaching and learning needs and to share this information with the child and their parents. At Hyde Park Infant School, reporting is considered to be a three-way process between pupils, parents and staff about the progress being made both within and beyond the Foundation and KS1 Curricula, at school and at home. Reporting and information sharing is achieved in the following ways:

- **Initial Profiles** - Having established personal contact with the parent(s) during an informal home visit, the teacher will use the Initial Profile as a basis for a discussion at the first formal meeting with the parent(s).
- **Home / School Liaison Book** – The notebook which accompanies the child's reading book home serves 2 purposes. Primarily it is a cumulative record of a child's developing achievements in reading. The teacher will use the notebook to comment on the child's progress and to indicate the next step forward for the child to work on. Secondly, as a document which is regularly updated by both the teacher and the parent(s), it also provides a means of communication between the two, which is extended to cover any curricula area, achievements or needs of the child. Often learning targets are attached to this liaison booklet so that parents can support their child with their targets and are kept informed.

- **Termly curriculum map to parents** – At the beginning of the term each year group uploads a curriculum map to the school website to give an overview of the learning experiences being offered during the coming weeks. The purpose of this curriculum map is to provide information on the curriculum in a format that is readily understandable by parents, with the intention of involving them directly in their child's learning. This form of communication has proven to be supportive for both the teacher and the child, as parents are often in a position to offer tangible support in the form of artefacts, expertise and a wider range of experiences. Home projects related to the curriculum map are offered at key points throughout the year as a personalised learning opportunity allowing children and parents to work together in the child's preferred learning style. These projects are celebrated in school and enhance the classroom learning opportunities for everyone.
- **Special Events** – Parents are invited to all class assemblies and special events. These are occasions when the children are involved in reporting and reviewing aspects of their work. We also consider such social events as an important element in maintaining a positive relationship between home and school. Examples are Sports Day, Class Assemblies, PTFA Events, Book and Arts Weeks.
- **Summer Term Summative Report** – At the end of the academic year, all pupils receive a report covering all curricular areas and commenting on skills, attitudes and competencies, with a summative overview from the class teacher. Pupils complete an 'I can' statement and also consider their areas for improvement. All pupils will comment on their own performance and their Learning Tree competencies. The Head Teacher comments on all reports.
- **Reporting progress and achievement to parents** – the following terminology will be used
 - EYFS** – emerging, expected, exceeding
 - KS1** – below, at, beyond (age-related expectation)
 - For more precise assessment tracking during this period of assessment transition, staff will continue to use the previous assessment level descriptors without designating a numerical level, in order to secure robust data and to set meaningful individual pupil targets.

Parents are encouraged to write a written response to their child's report which is returned to school and filed in the child's record folder.