



Leicester Preparatory School

*Assessment, Recording and
Reporting
Policy*

Last Reviewed: Sept 2018

Next Review Due: Sept 2019

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Assessment, Recording and Reporting Policy

Introduction

At Leicester Preparatory School we believe that assessment and recording are a crucial and integral part of the teaching and learning process.

Assessment

Aims

Through our assessment and recording policy we aim to:

- recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects
- provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses which informs future planning
- ensure continuity and progression
- ensure that there is differentiation in our planning and teaching
- identify pupils who may have specific needs
- inform parents of their child's progress
- provide pupils with the opportunity to review their work, to self-assess and to set future targets
- keep a pupil profile which is meaningful, useful, consistent and manageable
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

Summative Assessment

The most familiar form of assessment is summative. A task is set; the work is completed by the pupil. It is marked and a grade or mark is given, and a comment made. Any tasks set in class or as homework should have an objective and an outcome. Pupils should know exactly what needs to be done and how it can be achieved. As part of their briefing they also need to know by what criteria a piece of work may be judged, though there are always general standards which apply.

To avoid creating barriers to the successful completion of a task the following procedure is suggested when setting homework:

- work is set and explained to pupils by the teacher
- parents are informed of the set homework by use of the Class Dojo app.
- it should be concise, clear and achievable for all members of the group
- an expected return date is clearly stated
- the class teacher also tries to ensure that the children take the appropriate equipment home in their bags to enable them to complete their homework successfully.

By using this procedure teachers can concentrate on the assessment of whether a child can use the skills and techniques taught. The outcome can then be used for planning future instruction.

Formative Assessment

Teachers are constantly forming opinions about the standard of work being achieved by individuals. This is because they have the opportunity to see the pupils in a variety of learning situations and assess each child's strengths and weaknesses.

Experienced staff have mental checklists, and in some cases written records, which they apply, as well as models of learning behaviour which they use to assess children. They might recognise children as having concentration problems, difficulty with fine or gross motor control etc... They may also reflect on a child's overall potential or compare performance in different types of task.

When a problem is identified, it is important to set up strategies to improve the situation and to measure improvement. This involves formal action, first collecting information through observation. Teachers must not rely on impression or experience alone, nor must they try to manage the situation in isolation from the others teaching the child. While class teachers have the main responsibility for the progress of children under their care, all staff are responsible for monitoring progress of any children they teach.

Some possible strategies are:

- keep the Head Teacher and/or the class teacher informed about any pupil not making progress
- observe the pupil in different working situations if at all possible
- ask other members of staff to report any problems they encounter
- evolve a strategy to try to help the pupil overcome his or her particular problem, seeking support from others where necessary
- adjust schemes of work accordingly, or develop a support plan with the help of other staff members
- review progress regularly
- discuss concerns/strategies with parents.

Specialists, who only see a child in one subject area must be aware of the children with specific difficulties. They should consult class teachers if they feel that a child's performance is dropping below expectation.

The formal assessment of children, in the School, throughout the year is outlined in the associated LPS Assessment Grid document. Assessment of Early Years children is on-going using the Early Years Learning Goals.

Recording

School

Marks are given in the children's books, either as a numerical quantity or as a grade, depending on the type of piece of work. All work done by the children should be marked. It should be clear from the mark and associated written comment whether the child has achieved the expected learning objective; or what else is required for this to happen another

time. Teachers should also ensure that all marks are entered into the online mark-book used by the School (Learnboost). Academic files for each child are maintained in the staff room filing cabinet.

Early Years

Children's progress through the Early Learning Goals is continuously monitored and recording using the School's ipads and 2Simple programme.

Reporting

LPS work hard to maintain a continuous open dialogue between staff and parents as we believe that this is the most effective means of helping pupils to make progress.

There are many different forms of reporting available to staff and parents:

- informal conversations at the start or end of the School day between parents and staff
- discussions between staff
- marks/messages home through marked work or via electronic means (email/Class Dojo)
- half termly grade cards home for School children
- emails/newsletters
- staff meetings with a pupil focus
- parent's evenings/meetings
- twice yearly formal written reports to parents (Dec/June)
- GL assessments feedback and analysis (see Raising Attainment Plan)

Through a combination of methods, staff have a clear knowledge of the children's progress and achievement against their individual learning targets and are able to report this to parents, highlighting any particular areas of success or where there may be an identified concern. If there are significant areas of concern, which cannot be dealt with through normal classroom differentiation, then proposed actions to address them should be agreed by staff and parents. Progress will be regularly assessed and reported following the above policy methods.

Linked Policies

Curriculum Policy

More Able Children Policy

Teaching and Learning Policu