



## Assessment Recording and Reporting Policy

This policy is applicable to all students, including those in the EYFS and is designed to work in conjunction with the feedback policy

### Assessment has three purposes

To help teachers:

- Understand what students have done well
- Identify areas for development
- Inform feedback

### Formative assessment

On a daily basis staff at Westbourne use formative assessment to check pupils' understanding and to ensure our children are exposed to the right level of cognitive challenge. Formative assessment can involve a range of strategies from the teacher questioning a pupil and then listening to the response, to asking them to write a reflection of their learning. Feedback is given to each pupil in line with the Feedback Policy. Planning is then altered either immediately to address misconceptions or in preparation for the next lesson to ensure that learning is consolidated and progressive. In the EYFS observations take place at regular intervals and are recorded against the Early Learning Goals.

### Summative assessment

Summative assessments are used to track progress and achievement over time. At key points during the year these are used alongside the teacher's formative assessments to enable staff to gather a holistic picture of each pupil and the progress they have made.

Westbourne uses a range of GL Assessments from Year 1 through to Year 10 which creates a comprehensive portfolio of progress for each student. The majority of the tests are online, allowing us to receive information about each pupil instantly which can then be used to inform our teaching. In Pre-School and Reception moving into Year 1 children are assessed against the Early Learning Goals.

Cognitive Ability Tests (CATs) ensure that all students are making the expected progress in line with their ability. These tests are also standardised which gives us a clear understanding as to where each child is performing nationally. GL Assessments also have a number of additional tools that complement these tests which help to establish how children with dyslexia and / or dyscalculia are performing as well as a survey indicating Pupil Attitudes to Self and School.

### Data analysis

The Head, Deputy and SENDCo of the Junior School analyse all data. Subject Leaders and teachers discuss attainment scores, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. The EYFS are moderated every three years by the LEA. Staff attend annual moderation training in addition to meeting with other local schools to share moderation.

### Recording of assessment

Formative assessment is recorded using our Target Tracker assessment tool, where teaching staff make judgements on attainment and progress against the National Curriculum statements. This takes place on a regular weekly basis with steps in progress are assessed half-termly. Reports for summative assessments are generated through GL and then analysed by staff who track pupils throughout the year. In Early years Pupil Profiles are generated by staff following observation. Assessments are carried out at the beginning of each term in the EYFS. This along with informal observations identifies requirements for intervention.

Staff meet termly with the Deputy Head of Junior School and SENDCo to discuss pupil progress, targeted intervention and pupil need and monitor the progress of MAPs.

### Reporting to Parents

Our reporting systems are in place to ensure that the assessment information we have is shared clearly and openly with parents. The parent / school partnership is crucial in ensuring the success of each pupil and we actively promote parental involvement in their child's learning. Parents' Evenings, Open Mornings and reports are planned throughout the academic year to ensure that parents have a clear understanding as to the progress their



### **Assessment Recording and Reporting Policy**

This policy is applicable to all students, including those in the EYFS and is designed to work in conjunction with the feedback policy

child is making. This is supplemented where necessary with informal meetings between the teacher and parents (see the Parent Guide: Learning & Progress). This takes the form of Focus Child Meetings in the EYFS.

Comments on reports address aspects of the curriculum covered, outlining attainment and progress over time. Reports for pupils in Year 2 and Year 6 explain whether children are working towards, at or beyond end of Key Stage expectations.