



**BURGESS HILL**  
—JUNIOR—

<b>Assessment, Recording and Reporting Policy – Junior School</b>	<b>4 a (i)</b>
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<b>Responsible for Initiating Review of Policy</b>	Junior School (SLT)
<b>Committee to Review</b>	Junior School SLT
<b>Last Review Date</b>	January 2018
<b>Review Period</b>	Three years
<b>Approved by (Committee and Date)</b>	Junior School SLT
<b>Approved by Board of Governors (if required)</b>	N/A
<b>Effective Date of Policy</b>	January 2018
<b>Next Review Date</b>	January 2021
<b>Related Policies</b>	Junior School Curriculum Policy

Assessment is the process by which pupils and teachers gain insight into their progress. It is distinct from recording which involves selecting and retaining what is significant in learning and reporting which involves informing others about the learning.

#### **The Aims of Assessment, Recording and Reporting**

It is vital that teachers and pupils are clear about the learning intention for each individual lesson. We do not assess the pupils themselves but the evidence they provide. Assessment is a window on learning and the wider the range of evidence we seek the greater the range of learning and achievements are revealed. Assessment is positive, focusing on what pupils can do and how well they have done it. Recording is an informative process that highlights next steps in an individuals' learning and feeds into planning. Reporting aims to sum up a pupils' progress and inform parents of targets for the future.

#### **Different types of Assessment**

Diagnostic – to focus on what the pupil can do

Formative – to decide what the pupil needs to do next

Summative – to sum up the pupil's progress to inform others

#### **Recording**

Effective marking and feedback to pupils is meaningful, valued and informative towards improved learning. A wide range of evidence is recorded not just tests, but classroom based assessments also. Evidence is based on: recorded observations, dialogue with pupils, setting tasks, viewing work and, at the end of the year, completion of individual pupil profiles. It is important that pupils are involved in this process through self and peer assessment. In the Foundation Stage, Developmental Records for Learning are completed and these follow children through from our Nursery into Reception and focus on the six areas of learning. At the end of the Reception year, the Foundation Stage Profile is completed and forwarded to the DfES.

#### **Reporting and Communication with Parents**

Formal summative reports are highly valued by pupils and parents and provide an accurate account of the pupils' progress. Reports are descriptive and written in a language that parents can understand. They are based on evidence and contain the positive progress a pupil has made. They focus on a pupil's strengths, areas for improvement and future actions/steps. These targets should include how the pupil will be supported by the teacher. Reports are written at the end of the Autumn and Summer terms. Parents are welcome at any stage to discuss their child's progress with a teacher. Two formal parent consultation evenings are held each year during which pupils' progress and next steps are discussed.