



Assessment, Reporting and Recording Policy

Aims

- To monitor progress and support learning. Any areas of poor learning and teaching are identified and addressed
- To help children know how to improve their learning
- To recognise the achievements of pupils and celebrate success
- To guide future planning, teaching and curriculum development
- To enable us to communicate achievement with the pupils, parents/carers and outside organisations
- To provide information to ensure continuity when the pupil changes school or year group
- To comply with statutory requirements

Principles

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account. *Hebrews 4:13*

Test me, O Lord and try me, examine my heart and mind. *Psalms 26:2*

The Biblical emphasis is on self-assessment. We are not just concerned with assessing today's achievements but in training which cultivates lifetime skills and qualities of self assessment, individual accountability and a readiness to learn and change behaviour. Our assessment will involve:

- Treating each child as an individual, being mindful of different learning styles, potential and culture
- Assessing with wisdom, love and integrity
- Using assessment for learning and involving the child in the process
- Encouraging self-motivation through positive, specific feedback. (One of the strongest examples of Biblical assessment is the individual's cry- "*Search me O God ... and see if there is any offensive way in me.*")
- Assessment procedures will be manageable and useful
- Assessment will take place in a range of contexts including supported and independent work.
- Assessment by teachers, peers and self-assessment will all be valued
- Prizing character qualities and seeking to set targets for personal development

Types of assessment

1. **Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. These assessments have a direct impact on what is taught next. Results and observations are kept in teacher's own record books, or in the children's books.
2. **Summative:** This is a 'snapshot' of achievement over time. It is informed by end of unit, term or year tests e.g. annual Reading and English tests in primary years, end of year exam series for secondary pupils. These are helpful to use alongside the formative assessments to determine an age-related level. They are also used to track individual pupil's progress over time, identifying those not making expected progress, so that remedies are put in place.
3. **Diagnostic:** All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g. CATs (Cognitive Abilities Test) will be completed at the start of year 7 to ensure children are achieving in line with their cognitive potential. CAT tests will be repeated in year 10 to inform tracking systems and establish more up to date GCSE predicted grades.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy and KS3/4 subject areas in the following ways:

- With colleagues in school during Key Stage and staff meetings
- With colleagues from local ISA schools
- By attending optional LA sessions with other schools
- By inviting colleagues from other settings to take part in moderation meetings

Feedback and Assessment

At ICS, we aim to provide feedback to children through verbal and written marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback. They are also encouraged to edit their work and to respond to teachers' comments. Comments should identify what has been done well and what still needs improvement and should give guidance in how to make improvements... to be effective, feedback should cause our children to think (Black 2002, Working Inside the Black Box). What matters most is the content of the feedback, the timing and talking with child. Children are encouraged to self-assess and peer assess their learning and to identify next steps in their learning. This is done with the support of the class teacher.

Target Setting

Based on teacher feedback and children's self-assessment, targets are set in the core subjects for every pupil no later than week 3 of term.

At the same time we firmly believe children are so much more than assessment grades! We do not want to have a culture of grade-driven learning, rather, seeking to cultivate a joy and enthusiasm for learning that will evidence itself in the very best outcomes for each child.

Furthermore, we prize character qualities and personal skills very highly. We seek to encourage each pupil to work on a character target each term. This is set in discussion with the headteacher during an informal interview with each pupil at the start of every term.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes, e.g. Significant outcomes
- Teacher's mark books
- Key Objectives for learning
- Individual records of achievement
- EYFS profile
- Assessment Spreadsheet for KS3 & 4

Reporting

As a school we value our partnership with parents and they know they are welcome at any time to chat about their children, or to make an appointment to discuss anything they wish to. There are also formal Parents/Teacher Meeting in Terms 1 and 2.

Parents will receive a written report on their child's progress during term 3. Reports outline each child's progress in the core and foundation subjects, as well as information on the attainment of the child in terms of national age related expectations. Targets for literacy, numeracy and personal development are also set.

The Role of the School Assessment Co-ordinator

A member of staff has the responsibility for the development of the assessment, recording and reporting procedures in school (Kate Harding)

The co-ordinator's responsibilities include:

- contribute to the SDP
- leading school development in assessment, recording and reporting procedures
- liaison with subject co-ordinators and class teachers within the school
- attend and lead INSET where appropriate
- keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored at least every two years in order that they remain meaningful and manageable.

Summative Assessment by Key Stage

Formative & Summative Assessment in the Foundation Stage

If children are coming to ICS from another early years setting, EYFS teachers will arrange for a handover to pass on any relevant paperwork the term before children start at ICS. When they start, a base-line assessment will be undertaken for EYFS children within the first half term. Results are used to inform planning, set targets and aid early identification of special needs. Thereafter children will be assessed on an on-going basis to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the EYFS profile which is based on the teacher's ongoing observations and assessments of the 17 early learning goal descriptors. Each child's typical developments and achievement are recorded.

Summative Assessment in KS1 & KS2

Year 1 phonic screening is completed in the summer term of year 1. Although year 2 and year 6 teachers do not specifically prepare pupils for end of key-stage SAT tests, these assessment papers are given to pupils 'cold' (with the exception of SEN pupils). These results act as a benchmark ahead of entry into the next Key stage. Class teachers keep a record performance in maths, English and Science based on summative data (eg reading age; spelling age; writing fluency)

Summative Assessment in KS3

Pupils starting year 7 will complete a CAT test and baseline tests for core subjects. Throughout the year assessment data is updated based on end of unit reviews, quiz and exam grades.

Summative Assessment in KS4

Pupils assessment data is updated at least each half term by staff based on end of unit reviews, quiz and exam data. Pupils will have a predicted grade for each GCSE subject and will be aware of the standard at which they are working at any given time as well as the trajectory of their grade in each subject.

Pupils in year 10 have a mock GCSE series in the summer term.

Pupils in year 11 have a mock series early in the spring term and depending on the needs of the cohort, may have a second mock series in April.

Immanuel Christian School Assessment Framework – Summary

EYFS & KS1/2

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Sept	Baseline Assessment	Teacher Assessment (TA)	TA	TA	TA	TA	TA
June	EYFS Profile completed	Phonics screening	'cold' Yr 2 SATs				'cold' Yr 6 SATs

KS3 & 4

	Y7	Y8	Y9	Y10	Y11
ongoing	End of unit reviews				
September	Core subject Baseline			CATs	
October	CATs			RE O'level	
January					Mock GCSE exams
April					Optional 2 nd mock series
June	End of Yr Exams/ Assessments in all subjects	End of Yr Exams/ Assessments in all subjects	End of Yr Exams/ Assessments in all subjects	GCSE Mocks	GCSE exams

Immanuel Christian School
 Assessment Policy – version 1
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 Assessment Policy – version 2
 Reviewed and amended 21.2.22
 Reviewed and amended 19.6.25