



Cheltenham College Junior School
Assessment, recording and reporting Policy

Aims:

- To provide an accurate account of pupil's progress and attainment during their time at Cheltenham College Junior School
- To provide regular information on the progress and attainment of pupils to staff and other agencies (including OFSTED and ISI)
- To provide parents with accurate and clearly accessible information about their children's progress and attainment
- To establish pupil targets to ensure every child knows how they need to improve to achieve
- To ensure continuity and progression of teaching and learning throughout the school
- To establish individual records of pupil's progress and attainment on a continuing basis

Objectives:

- To identify individual strengths and weaknesses in attainment and attitude and to inform the planning of future teaching, regardless of culture, ability and gender
- To provide consistency of approach and level of teaching throughout each year, section and department of the school
- To provide feedback to pupils, promoting the positive self-image of each pupil and raising self esteem
- To respect the pupils' ownership of work
- To inform curriculum review and planning
- To review the policy annually

Assessment: ([Refer also to 'Yearly overview of tests and exams'](#))

Assessment will be summative, formative and on-going

Evidence of attainment will be acquired by:

- On-going teacher observation during lessons,
- Use of the marking policy both in class work and prep to assess how well pupils have understood the Learning Objectives
- Assessment activities, 'highlighted' in Termly plans by subjects
- Standardised tests – PIPS and MiDYIS
- Internal examinations

Individual attainment will be measured against:

- Prior achievement,
- Class/school standards,
- National Curriculum standards.

Termly assessments will be monitored and moderated across year groups by class teachers from Foundation Stage to Year 5 (with input from Heads of Department) and by Heads of Department from Years 6 to 8 to ensure continuity of standards.

Those children thought, by the class or subject teacher, to show areas of concern in their learning will be informally assessed by the SENCo (or Department SEN coordinator in Kingfishers) on completion of a RoC (Reason of Concern) in consultation with either the Curriculum Director or the Head of Kingfishers and individual targets will be set with the class teacher and subject teachers and appropriate support will be given.

Early Years Foundation Stage:

Baseline assessment using Durham University ASPECTS scheme will take place during the first 7 weeks of FS1 and FS2 and will be followed up at the end of FS2.

The EYFS philosophy 'Starting with the Child' is followed in our FS1 and FS2 classes. Class teachers and Teaching Assistants will:

- Observe pupils to find out about their needs, what they are interested in and what they can do.
- Observe, analyse, and use what they have found out about the pupils so that they can plan for the next steps in their learning.
- Note pupil's responses in different situations.
- Analyse their observations and highlight pupil's achievements or their need for further support.
- Develop records of learning and development.

The EYFS Profile is an assessment of each child's achievement and is ongoing and will be passed to Year 1 teachers to build upon.

(Refer also to 'Observation in the Foundation Stage Policy')

Record Keeping and Reporting in CCJS:

All Staff are responsible for keeping records of pupil attainment either in an electronic or hard copy mark book.

Heads of Department and the Head of Kingfishers will monitor this formally through annual record keeping and planning moderation and informally as needed.

Members of SMT will formally monitor record keeping and planning as part of the Appraisal system.

All Staff will complete Assessment Cards and formal reports as per the '[Yearly Reporting to Parents](#)' timetable.

Staff will attend Parents meetings prepared to discuss individual pupils' attainment and targets.

Parents may make appointments with staff at any time during the year to see pupils' work and discuss progress and attainment.

Parents may also e-mail Staff for updates on their child.

Formal test and exam results will be communicated to Parents.

Heads of Department and Section Heads will ensure that all formal test and exam results are recorded on the school database.

Early Years Foundation Stage:

The EYFS iProfile is completed on line for each pupil when they achieve the appropriate scale point.

At the end of Reception Staff will meet with Parents or carers to discuss their full EYFS report.

Pupils have an individual 'Learning Journey' with annotated photographs, pieces of work and observations. This evidence is at least 80% pupil initiated and the remainder teacher directed. These assessment folders are kept in pupils' drawers for Parents, Staff and Teaching Assistants to access on a daily basis as required.