

ST.CATHERINE'S C of E PRIMARY AND NURSERY SCHOOL RECORD KEEPING POLICY

At this school we want to give children an education of the highest standard. We aim for excellence in all our school activities and encourage all children, whatever their ability, to achieve the best they possibly can.

Because we want to ensure that all children work to the highest standard they possibly can, we seek to maintain records which indicate children's progress over a period of time and which inform receiving teachers on transfer, parents and other interested parties.

Aims

Record keeping is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose, nature and management of record keeping in our school. The implementation of this policy is the responsibility of all staff and will be monitored by the Senior Management Team.

Record keeping should provide a clear picture of each child's attainment in all subjects, which form part of the school's curriculum. It should be formative, to ensure continuity and progression and not be so detailed it prevents teaching and learning.

Implementation

There are statutory requirements governing the content of each child's curricular record, the transfer of records between schools and parental access to child's records.

A curricular record must be kept for each child containing academic achievements, other skills and abilities and progress in school. It must be updated at least once every school year. It must also contain results of the end of Key Stage assessments.

Parents have a right to access records concerning their own child, with limited exceptions for children looked after by the local authority and subject to the Head teacher's discretion.

Storage of Records

Each teacher has an assessment file. This is a central record of the class documentation.

Included in this file are:

- _ FSP record sheets
- _ Completed reading/ spelling record grids
- _ Completed phonics grids
- _ Intervention planning, assessments and records
- _ SATS class records
- _ APP levelling grids, other relevant documents.
- _ Other teacher assessments

Assessment data is also held electronically using assessment manager (SIMs), accessible in the main office and on computers allocated for teacher use only – log on and password protected.

Children have their own personal file. These are kept in a lockable cabinet in the main office area.

In this file are:

- _ Confidential reports, correspondence
 - _ Details concerning the child, address, contact numbers, authorised collection, etc.
- Special Needs information

Pupils have a record of achievement folder and these are kept in the classroom as they are regularly updated by teachers and pupils.

Observation Records

In the Foundation Stage children are officially observed once a term. These observations are recorded on school-designed grids and kept in the children's individual files within the classrooms. These can be shared with parents but are stored for staff access only. Children in Key Stages one and two are observed as part of the APP process and any separate records of observations are kept in the teacher's assessment file and kept confidential.

Medical Records

Children with identified medical needs have documentation completed by parents and guardians. These are kept in the main office and a copy is in each child's confidential file. Notes to inform all parties about individual symptoms, treatments and medication are kept by the class teacher. The Office Manager and SENCOs keep a list of children with medical needs so they can be treated effectively as necessary. Please refer to the School policy on the administration of medicines and medical care of children at school.

Transfer of Records in school

Towards the end of the school year, the current class teacher updates the assessment records and uses the information to:

- _ Set ability groups for maths, reading, phonics, spellings and writing.
- _ Note expectations for these groups for foundation subjects
- _ Recommend class groups / setting arrangements, including ability, attitude to learning, behavioural issues,
- _ List special educational needs including specific medical needs
- _ Set core subject targets for the coming year to assist continuity and progression.

Using this information, the next class teacher has the exact level of children's achievements, to continue to develop their learning. It ensures a smooth transition into a new year group.

At the end of the school year the class teacher transfers the following to the next teacher:

- _ Assessment file with updated records
- _ Records of Achievement which evidence of teaching and learning

The new class teacher prepares new books and provides children with a new home / school reading diary and homework book. This allows a fresh start for

children and parents, indicating a new stage of learning.

Transfer of Records between schools

When a child leaves St. Catherine's before the end of their primary schooling it is the class teacher's responsibility to gather the appropriate records for the next school and the head teacher sends them as soon as possible.

Occasionally, schools give specific request for data / books/ work samples and these are met where possible.

If no request is received the following documentation is transferred:

- _ A common transfer file, CTF, is sent electronically, using the SIMS system. This contains the child details and assessment data.

- _ Record of Achievement

- _ Assessment data, in particular Foundation Stage profile points, levels/ targets for core subjects (completed as part of statutory information and electronic transfer)

- _ SEN information

- _ Pupil's information file.

In preparation for the secondary transfer, the LA transfer of records documentation is completed for individual children. This includes SATS results, teacher assessments and reports. Only when requested are specific records completed by the class teacher. A CTF is sent electronically to the new school, using SIMS. On occasion or as part of year six planning a moving up project is completed by children to take to their new school as evidence of literacy and numeracy attainment.

This policy will be reviewed annually.