



### Assessment Policy

Date created: September 2016

Date ratified: October 2016

Signed:

A handwritten signature in blue ink, appearing to read 'Jens', is written over a horizontal line.

Chair of Governors

Signed:

A handwritten signature in black ink, appearing to read 'C.M. Gardner', is written over a horizontal line.

Headteacher

Date reviewed: January 2018

Name of reviewer: Caroline Gardner & Helen Reynolds

## **Introduction**

Teacher assessment is fundamental to effective teaching and learning. At our school, we use a combination of assessment procedures to ensure that teachers are fully aware of 'Where all learners are in their learning, where they need to go and how best to get there.' Assessment reform group 2002

Assessment for Learning (AfL) procedures are a strength of our school and are used to ensure that all pupils make progress in their learning.

## **Assessment Principles**

Assessment of learning (AoL) is any assessment which summarises where learners are at a given point in time. It provides a snapshot of what has been learned (in terms of both attainment and achievement) Assessment for learning (AfL) is any assessment activity which informs the next steps to learning. AfL depends crucially on actually using the information gained from the assessment activity to plan and further enhance learning opportunities. Assessment must be an integral part of the teaching and learning process.

## **Types of assessment:**

### *Formative ~*

- ☺ to check attainment in skills, concepts, knowledge and attitudes
- ☺ to illustrate progress made for pupils, parents and teachers
- ☺ to provide information to support teachers when planning learning opportunities ensuring appropriate pitch, challenge and differentiation
- ☺ to inform summative assessment

### *Diagnostic*

- ☺ to identify any learning difficulties and respond appropriately

### *Summative*

- ☺ to record the overall achievement of a pupil
- ☺ to provide the statutory information required by parents, governors, LA and DCSF

### *Evaluative*

- ☺ to analyse the effectiveness of classroom practice as a whole
- ☺ to take steps to modify or change established practice in order to become more efficient and effective classroom practitioners

## **Purpose of assessment**

Pupils are assessed to inform:

- ☺ where they are in their learning
- ☺ how much progress they have made
- ☺ their next steps to learning

This information is used to inform parents/carers, governors, teachers and teaching assistants and the pupils themselves.

## **Statutory Assessment**

- ☺ Early Years Foundation Stage Profiles (EYFSP) completed in Reception- Baseline in first  $\frac{1}{2}$  term and termly updates. Completed and reported at end of year.
- ☺ Year 1 Phonics Screening- completed in June of each year, all children to attempt and retake in Year 2 if necessary. Reported at end of year.
- ☺ End of Key stage 1 assessments in the core curriculum- maths, written arithmetic, writing and reading- split into individual attainment targets. Completed in summer term and reported at end of year. Outcomes will be reported as Working Below, Meeting or Working Above expectations.

- ✎ End of Key stage 2 assessments will be completed in summer term. All children will undertake Y6 SATs in May in reading, maths, written arithmetic and Grammar Punctuation & Spelling. Teacher assessments in reading, writing, maths and science will also be completed and reported at end of year. Outcomes will be reported as Working Below, Meeting or Working Above expectations.



### **Non Statutory Assessment**

In addition to the statutory requirements, the following assessments will also be carried out in school:

- ✎ Termly assessments in reading, writing and maths based on a variety of evidence using internally agreed objectives
- ✎ EYFS tracking will be updated termly for all areas.
- ✎ Reading and Spelling Age test will be completed termly
- ✎ Diagnostic testing for children with SEN may be used when necessary
- ✎ Ongoing spelling, phonics (in KS1) and mental maths tests should be completed and tracked weekly
- ✎ Peer and self-assessments will enable children to be involved in the assessment process
- ✎ Marking and feedback by staff for each lesson/ piece of work
- ✎ External assessments used at end of year in Y3,4 & 5

### **Recording and Evidence**

Evidence of attainment and progress needs to be retained in order to support judgements made and to inform future teaching and learning. This data, in an anonymised form, will be shared with Standards committee as well as the whole Governing Body.

### **Summative**

Progress and attainment will be tracked using the internal tracking systems. This will be for all pupils, as well as vulnerable groups, children with SEN, FSM, Service children. This data is shared with staff, parents and governors.

### **Formative**

Much formative assessment takes place on a daily basis and the evidence of pupils' achievements is in their books, displays and in weekly spelling/maths tests, in line with the school's marking policy. EYFS evidence will come from the observation cycle as set out in the Development Matters document. Further assessment evidence can be found in teachers' assessment files, mark books and personal documents.

Throughout the academic year for each year group:

- ✎ Termly assessments in reading, writing and maths
- ✎ Targets set for reading, writing and maths each term and reviewed weekly with children
- ✎ Attainment and progress shared with parents termly at Parents' Consultation meetings and Annual Report in July.
- ✎ Targets shared with parents termly and weekly following reviews.

Staff will use the breakdown of Assessment Foci in reading, writing and maths to give accurate Teacher Assessments using internally agreed objectives. This data will be inputted into I-Track.

### **School expectations**

If pupils do not reach school expectations or make appropriate points progress in their achievement, then support will be provided e.g. maths, phonics, writing, reading support groups, writing support groups. If pupils fall significantly behind in their attainment they may be placed on the school SEN register and be given specific targets on their Person Centred Plan.

### **Transfer from St Giles' CE Primary School**

Any pupils transferring to another school will have most up to date teacher assessment data and current target information to take with them. Common Transfer Files will be sent with all statutory data, SEN and pastoral information. School books and Annual Reports are sent where it is felt relevant and appropriate.

At the end of each academic year, teachers will be given time to discuss and handover information relevant to each child's assessments.

### **Monitoring and Evaluation**

The effectiveness of this policy will be evaluated annually by all staff and shared with Curriculum and Standards committee.

The Assessment Co-ordinator regularly monitors assessment files to:

- ☺ ensure that information is recorded appropriately
- ☺ transfer data to the internal tracking system
- ☺ ensure that teachers are using the assessment information to inform their planning and teaching
- ☺ monitor the progress and achievement of all pupils in school
- ☺ evaluate the effectiveness and efficiency of assessment procedures to provide useful information for all stakeholders.

### **Review**

This policy will be reviewed in January 2019

