



Assessment Policy

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Our assessment procedures are free from bias, stereotyping and generalisation in respect of any of the protected characteristics.

This policy is to be used in conjunction with the school's Marking and Feedback policy.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept and maintained by teachers.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, half termly tests or at the end of a unit of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the age related achievement for pupils.

Diagnostic: All assessments can provide diagnostic evidence, which help channel further learning. Diagnostic assessments play a key role in identifying development areas for individual pupils and contribute to spotting trends and gaps in learning.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed periodically 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 Baseline Assessments which is followed and corroborated with the teacher's on going observations and assessments in the seven areas of learning. Teachers use 'Tapestry' to record and monitor children's progress in nursery and reception.

Assessment in Key stages 1 and 2

At the start of the academic year children are assessed using the Rising Stars Assessments. Results are used to inform planning and set targets for the term. The assessment cycle for key stages then takes the form of a half termly cycle during the last week before the end of each term.

Assessments completed at the end of each half term are considered summative and inform the teaching and learning for the following term.

English and Science (science tests to be introduced from term 2a) tests are formally conducted using the Rising Stars Scheme. Maths tests are formally assessed using the Abacus framework. Other subjects

are informally assessed and often are targeted for the end of each topic. Staff are encouraged to use Formative assessments throughout the term. These may be formal like end of topic tests or informal through observation etc. Self-Assessment and Peer-Assessment is also widely encouraged throughout the year groups.

The end of the year sees the implementation of the end of KS1 and KS2 SATs tests. Children in year 1 undertake the phonics screening check unofficially as there isn't scope for them to participate officially.

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
- Reception Baseline
- Learning Journeys (EYFS)
- Tracking Sheets

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With other schools for cross moderation and to compare and improve practice

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend parent consultations with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

The Role of the Senior Leadership Team in terms of Assessment

The Head teacher and senior leaders have the responsibility for the development of the assessment, recording and reporting procedures in school.

The responsibilities include:

- Leading school development in assessment, recording and reporting procedures
- Liaison with teachers within the school
- Attend and lead INSET where appropriate
- Keeping the Governing Board informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

Date agreed: 10/01/17

Review date: January 2018

Signed: **M A Rahman**
Head Teacher
