



ASSESSMENT POLICY

Reviewed Annually by the Pupil Progress & Welfare Committee

Date of last Review	Signature
Autumn 2015	See Hard Copy on File

Introduction

Assessment complements and assists teaching and learning. It is an integral part of the National Curriculum Statutory Procedures. This Policy outlines the purpose, nature and management of assessment in our School.

The School Policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and agreed by the School's Governing Body. The implementation of this policy is the responsibility of all staff.

The Nature and Purposes of Assessment

Assessment is an integral part of teaching and learning. Assessment serves several purposes:

- "formative" i.e. it provides information for the teacher to plan the next steps in learning;
- "diagnostic" i.e. it provides more detailed information about individual children's strengths and weaknesses;
- "summative" i.e. it provides a snapshot in time of each child's achievements.

It is important that assessment is considered at the planning stage to ensure that assessment opportunities are not missed, and that the outcomes of assessment are used in the planning of future work. It should help teachers to:

- plan work that is appropriate to the age and ability of a child;
- identify where specific help is required;
- support all children in progressing to the next level of attainment.

Entitlement and Statutory Requirements

All children will be assessed on entry to the Reception class in our School, using the Early Years Foundation Stage on-entry data and this year we are using the baseline test produced by CEM. This is then moderated and agreed upon with the Head and Chair of Governors during the Autumn Term.

For the first time, each child in Year 2 and Year 6 will be teacher assessed using the 'new' national curriculum expectations in each of the attainment targets in English, Maths and Science. Year 6 children will also sit externally marked tests (SATs) in May for Reading, Maths and Spelling, Grammar and Punctuation (SPaG). Teacher assessments at Key Stage 1 and 2 need to be made in time to meet DFE deadlines.

In all year groups, Teacher Assessments will inform end of year predictions as to each child's attainment in Reading, Writing, SPaG and Maths; these will be made in December, March and June, supported by formal testing every short term.

Key Stage 1:

- Testing will be in accordance with the current Statutory Guidelines with which staff should familiarise themselves.
- Standard tasks in English and Maths are once again statutory, and should be used to support the Teacher Assessment process. The English test will include a Spelling Punctuation and Grammar test.

Key Stage 2:

- KS2 tests must be administered to ALL children who are currently working in Year 6, in accordance with the nationally prescribed timetable.
- KS2 test papers will be submitted for external marking by the appropriate agency according to their instructions.
- Classroom-based tasks will continue to be provided, enabling us to build a resource bank of assessment material, and will be used with children to support teacher assessment. This is particularly important for the Writing assessment, as no formal, externally marked test is now given to children in this area of English.
- The results of teacher assessments will be submitted to the DFE in accordance with the instructions prescribed by the NCA.

For pupils who move to a new school other than at the end of a Key Stage, the receiving school will be provided with a record containing specified information about the pupil's achievement when he / she transfers. The standard transfer forms will be completed and checked by the Headteacher. The report must contain:

- The pupil's statutory assessment results in the core subjects of English, Maths and Science, by subject and attainment targets at all previous Key Stages and the school year in which the assessments were made.
- The teachers' latest assessments of the pupil's progress against the attainment targets in the core subjects since the last statutory assessment or since the pupil arrived at the reporting school, whichever is more recent. These are usually in the form of levels and sub-levels, and indicate whether the pupil's attainments have developed significantly since the last statutory assessment. From the implementation of the 2014 Curriculum, we will use the Year group expectations in each core area, and define whether the child is **Working towards**, **Expected to meet**, or **Mastering** a particular year group's objectives.

In addition to the statutory requirements, other assessments will be carried out as follows:

- Standardised Reading Comprehension tests (NGRT) will be administered annually and standardised Spelling tests (SWST) three times per year to: track progress, help diagnose areas of strength and weakness; and determine appropriate targets to aid future progress. Children in a particular year group should be given the **same** test (recommended ages are given at the top of the teachers' version of the test), with any gifted 'spellers' given the next test which offers a higher spelling age in the top raw score band.
- For each child in Years 1 to 6, a teacher assessment will be made three times per year based on their understanding in Reading, Writing and Maths. For the 2014 Curriculum, we will use the Year group expectations in each core area, and define whether the child is **Working towards**, **Expected to meet**, or **Mastering** a particular year group's objectives.
- For the June assessment period, this will include the assessment of all areas of the curriculum (including SPaG and phonics, if appropriate), in time for the report to parents in July.

Implementation Procedures

All teachers will undertake three types of assessment:

1. Day to day assessments:

In all subjects, teachers will make day to day judgements about children's learning and progress. These judgements will be used to inform teacher's short term planning, and this should be reflected in each teacher's weekly / daily planning.

2. Termly teacher assessments:

At least three times per year, all class teachers will make a summative judgement about a child's Reading, Writing and Maths ability, recorded on an APP grid (Assessing Pupil Progress) or similar. This will be based on work done in class and will not only be used to help predict a child's end of year attainment (along with formal testing), but also to identify gaps in learning and areas to target.

In addition, at the end of KS1 and KS2, teachers will make decisions about the description which 'best fits' a child's progress and achievement in each attainment target for English, Maths and Science. These decisions will be based on:

- the work undertaken during the current year;
- any formal assessment and observations;
- the teacher's professional knowledge and judgement about each individual child.

The resulting information should be used formatively in planning future work (passed on to the receiving secondary school for Year 6 children), and as the basis for reports to parents in July.

3. Key Elements:

In all foundation subjects, there will be a structured programme of assessments made against key learning objectives (based on the 2014 National Curriculum). Teachers will identify key elements for assessment in each unit of work, and assess if children have achieved this goal.

Midway Assessments

Teachers may use appropriate formal tasks to support teacher assessments. Teacher assessments should:

- be made systematically and continuously throughout each Key Stage;
- give all pupils the opportunity to demonstrate what they know, understand or can do;
- use a variety of assessment techniques;
- be carried out as part of normal classroom activities;
- use both formal and informal assessment opportunities.

Teacher assessments should be carried out in all classes with children in EYFS up to Y6. Part-time and supply teachers (as well as HLTAs and TAs) should also contribute to teacher assessments in consultation with the class teacher.

For any child who is identified under the Code of Practice as having an SEN, teachers will ensure that assessments and planned progress towards identified learning objectives fulfil the requirements of the Code of Practice in meeting individual learning needs (as detailed in individual Learning Plans, updated every short term).

In making assessments, teachers will avoid any bias according to a child's sex, race or social background.

Staff should become familiar with national standards in the core subjects found in the Statutory framework for the Early Years Foundation Stage and Practice Guidelines for the EYFS. Each member of staff should become familiar with the School's interpretation of the requirements at each year group / Key Stage description in the core subjects.

Foundation Subjects

During planning, teachers identify at least one key element for assessment in each unit of work for all foundation subjects. Children's achievement is recorded as either Working towards, Expected or Mastering. Records are kept and used in order to make summative assessments, which are then used to give explicit information for report writing. This information is handed on to the next class teacher for the new academic year.

Analysis and Use of Assessment Results

The School's Key Stage 1 and Key Stage 2 results will be analysed by the Assessment Co-ordinator, and appropriate curriculum co-ordinator as part of the School's monitoring procedure. The outcomes from this analysis will be reported and discussed with all staff and the Governing Body. Future targets for School improvement will be set in relation to the performance of children in the National Curriculum Assessments. These will be supported by bench-marking information provided by the LA and NCA.

In addition, the results of testing in December, March and June will be used to track the progress of children in each year group; it will form the basis for termly pupil-teacher interviews and pupil progress meetings with the Headteacher, Deputy Head and SENDCo; provision will then be made for those children whose progress may not be matching expectations.