



Assessment Policy 2017-19

To be read in conjunction with all other policies plus:-
Equality and Community Cohesion Scheme

Rationale

Timely, accurate assessment is an integral part of teaching. It is a process of gathering information to celebrate children's achievements and levels of understanding and to show what children know, understand and can do independently. Assessment enables future learning targets to be set which include appropriate levels of challenge and helps to ensure effective planning and teaching.

Our assessments inform and guide us to be committed to providing excellent teaching, based on high expectations.

Aims of the policy

To enable a systematic consistent approach towards assessment to take place throughout the school.

Purpose of Assessment

- To ensure teachers have a thorough knowledge of what children know, understand and can do independently so they can set targets that raising pupil attainment.
- To enable teachers to set future learning targets for individual children or groups of children that offers the correct level of challenge.
- To enable teachers to give children feedback on their achievements and progress so that they develop their awareness of areas for future learning and ways to make improvements.
- To provide teachers with information that informs future planning decisions for the teaching of individual children, groups or the whole class.
- To provide information to the next teacher or school, to facilitate continuity and progression.
- To ensure the involvement of children in the assessment process through discussion with individuals or groups and by encouraging self assessment and review.
- To raise children's self knowledge and self esteem.
- To inform parents, share their views and involve them in the assessment process, when appropriate.
- To ensure children with special needs, the more able and those with learning difficulties, receive the appropriate level of support and extension through planned teacher intervention.

General Guidelines

- Teacher assessment is ongoing. It forms an integral part of teaching and carried out effectively can enhance the quality of learning and teaching.
- Teachers assess through specific tasks, extension activities and tests. They assess the depth of understanding of children, what they know, understand and can do and their ability to apply knowledge in a different situation.
- Assessment may be made through observation, discussion, active listening, questioning and looking at the outcomes of children's work. Assessment is also carried out through specific and planned assessment tasks.
- Good classroom management will aid assessment by encouraging children's independent learning. Assessment can be done in a variety of ways. It may be done by working individually with a child or a small group. At times it may be appropriate to work with larger groups.



Assessment in the Foundation Stage.

On entry baseline assessments are carried with all Reception children during the first school term.

On-going Foundation Stage assessments are then made using the 'The Early Years Outcomes' and the 'Foundation Stage Profile' throughout the rest of the year. These assessments are carried out through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Assessments are made through observations, discussions, photos and teacher led assessment tasks.

Assessment is continually ongoing throughout the Foundation Stage Year and is formally recorded at least 3 times a year.

The Foundation Stage results at the end of the year are used to set attainment targets for each child to achieve by the end of Key Stage 1.

Assessment in Key Stage 1

Year 1

When children enter Year 1 teachers build on the assessment from Foundation Stage. Teachers compare children's abilities in reading, writing and mathematics to the expectations of the National Curriculum. To facilitate this process, the Year 1 teachers hold assessment meetings with the Foundation Stage teachers to discuss assessment results both before and after children enter Year 1. This collaborative approach supports teachers understanding of pupils and helps them to effectively maintain pupil progress and high levels of attainment during transition.

Children are then assessed regularly during the year against the National Curriculum objectives to track pupil attainment and progress.

This regular assessment allows teachers to respond swiftly and effectively to pupils' needs by identifying those who are not meeting age related expectations or making sufficient progress and providing appropriate intervention provision.

Year 1 Phonics Assessment

Children complete the DFE 'Phonics Screening Check' to assess their ability to read real and nonsense words using taught phonic sounds during Term 4. The school uses the scheme 'Phonics Bug' as the primary intervention scheme upon entry to Year 2 to improve the attainment of the children who did not meet the required standard of the check.

Year 2

When children enter Year 2 teachers continue to assess the children's abilities against the National Curriculum expectations. They use the assessments made by the Year 1 teachers to ensure the gaps in attainment are taught as well as beginning the Year 2 objectives. The Year 2 teachers hold assessment meetings with the Year 1 teachers to discuss assessment results both before and after children enter Year 2. Once again this collaborative approach supports teachers understanding of pupils and helps them quickly address any dips in pupil performance following the longer summer break.

Children are then assessed regularly during the year to track pupil attainment and progress. This information is used to identify children for interventions who are not making required progress or are not meeting the age related expectations.

Footnote: Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



End of Key Stage 1 assessments.

In May the children in Year 2 undertake statutory Government tests in Maths (2 papers: arithmetic and reasoning), Reading (2 papers) and an optional test in Spelling, Punctuation and Grammar (SPAG). The test results as well as teacher assessments made in Writing, Reading, Maths and Science are used to make an end of year assessment result. Teacher assessment judgements are made using the statutory Interim Framework for end of Key Stage assessments. The end of year assessments are reported to the Local Authority and analysed by the school.

Conclusion

Comprehensive assessment, recording and target setting will enable teachers to plan effectively to raise attainment and diminish the difference between vulnerable children and the rest so that all children reach their full potential. In addition, it enables parents/carers and future teachers to be fully informed about future learning targets. Good assessment, recording and target setting is integral to effective teaching.

Monitoring and review

The responsibility for this policy has been delegated to the Headteacher. This policy will be reviewed at least every three years or following significant curricular changes so that we can respond effectively to new assessment initiatives and any changes to statutory requirements.

Signed: J E Lambert

Headteacher

Date: 9th January 2017