



Assessment Policy 2016-18

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. Currently the school uses 'The Early Excellence Reception Baseline Assessment' (EExBA) as well as the 'Foundation Stage Profile.'

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 teachers use their assessments and knowledge of the children to predict the potential challenge target for the attainment of each child by the end of KS1.

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 to track pupil progress so that the school can be confident that children are achieving to the best of their ability.

This regular assessment allows teachers to respond swiftly and effectively to any identified under (or over) achievement by providing appropriate intervention provision.

Year 1 Phonics Assessment

Children complete the DFE assessment of phonic knowledge in Term 4. The school uses the scheme 'Phonics Bugs' as the primary intervention scheme upon entry to Year 2 to improve the attainment of the children who are unsuccessful in relation to this assessment.

Year 2

When children enter Year 2 teachers continue to assess their abilities against the national Curriculum expectations. 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 progress and inform interventions.

End of Key Stage 1 assessments.

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



These are undertaken towards the end of Year 2 in May and will comprise of both National tests (in Maths, and Reading as well as Spelling, Punctuation and Grammar (SPAG)) as well as teacher assessment for writing and science. The results provide a summative assessment of the skills and knowledge of individual children in the core subjects and provides data for analysis by the school of value added and general trends of improvement.

Conclusion

Comprehensive assessment, recording and target setting will enable teachers to plan effectively to raise attainment and narrow the gap between vulnerable children and the rest so that all children reach their full potential. In addition, it enables parents/carers and future teachers to feel 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: *JE Lambert* **Headteacher**

Date: 11/1/2016