



## ASSESSMENT POLICY

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Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to improve standards and attainment of all pupils.

### **Aims**

To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.

To gather information to inform teachers what will be taught next.

To provide information to inform the school's strategic planning.

To track individual progress to provide information to parents, pupils, governors and any other interested parties.

### **Guidelines**

Assessment will be used in the following ways:

- formative - the information gained "forms" or affects the next learning experience.
- diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and are therefore preventing pupils making the expected progress.
- evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- summative - systematic recording of information which leads towards a summary of where the pupils have reached at a given point in time. This is an essential tool for identifying progress over time.

### **Effective assessment in this school is characterised by:**

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

- Foundation Stage (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3
- Year group to year group

Analysing performance in terms of cohorts of pupils, as well as analysis of the achievement and attainment of pupils:

- from ethnic minorities
- with special educational needs
- gifted and talented pupils



- by gender
- with English as an additional language;
- who are travellers;
- who are asylum seekers;
- who are refugees;
- who are looked after by the local authority.

Assessment in this school is enhanced by:

- Informed planning (Assessment for learning)
- Pupils' involvement in self-assessment.
- Pupils involved in peer assessment
- Positive / specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject coordinators

### **Monitoring and evaluation**

The assessment co-ordinator and the Senior Management Team will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

### **Assessment – who is it for?**

Teachers will know:

- Where the pupils are starting from
- Has the class overall learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress against national expectations?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?

The Headteacher, other teachers and subject leaders will know:

- Are the pupils making progress?
- Are there any major problems?
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?



The parents/carers will know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared with others of the same age?
- What can I do to help?

The LEA/Government will know:

- How is the school progressing against their targets?
- What is the impact of the school development/improvement plan?
- What is the attainment, in terms of National Curriculum levels, average points and teacher assessment, at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

### **Planning**

For details of planning, refer to the Teaching and Learning Policy document. The annotation and evaluation of planning should inform future weekly/ fortnightly plans and should be reflected in lesson objectives.

Objectives and lesson outcomes should reflect school targets set by core curriculum coordinators in literacy and numeracy.

### **Feedback**

The children should receive quality feedback, which allows individuals to make decisions which will improve their work and allow them to reach their targets. Feedback will include:

- Written feedback
- Oral feedback
- Peer response / assessment
- Individual target setting

### **Special Education Needs**

The SENCO will arrange any necessary external assessment by the Special Needs Support teacher, support staff and class teacher.

Intervention groups are identified termly as a result of formative and summative assessment.

### **Record-keeping**

What records are required and when?

Weekly / Fortnightly	The children should receive feedback which is ongoing (marking). Planning should be evaluated weekly / fortnightly or on completion of a unit of work. Mental Maths and spelling tests to be completed. Guided reading to be carried out and assessed using APP (Y2 and Y6
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	2015) and Target Tracker statements and bands (Y1,3,4,5)
Termly	<p>Assessment dates will be set termly to review progress in reading, writing, Maths and Science in the form of moderation meetings. Assessments and update Target Tracker for all children.</p> <ul style="list-style-type: none"> <li>• Year 1 to Year 6: assess literacy, numeracy and science.</li> <li>• A national curriculum level given to Y2 and Y6 (2015) and a statement as to whether the child is meeting ARE (Age Related Expectations) described as 'below', 'on track' and 'above' for Y1, 3, 4 and 5.</li> <li>• Progress should be seen throughout the year. Record sheets should be maintained and stored as an EXCEL document on a class spreadsheet and class file of Target Tracker statements updated periodically.</li> <li>• Target Tracker statements Y1, 3, 4 and 5; APP statements Y2 and 6.</li> <li>• Foundation Stage Profile: statements updated termly.</li> <li>• Whole school targets should be addressed in planning</li> <li>• The foundation subjects should be assessed on completion of each</li> <li>• Rising stars assessment and investigations for maths</li> <li>• 'Working Scientifically' assessed as a whole investigation to be completed after or during each unit.</li> <li>• Individual target setting</li> </ul>
Ongoing	<p>The core-curriculum and foundation subject coordinators should complete monitoring and assessment of their subjects throughout the year. This would involve:</p> <ol style="list-style-type: none"> <li>1. Lesson observations</li> <li>2. Scrutiny of work</li> <li>3. Pupil conferencing</li> <li>4. Scrutiny of planning</li> </ol> <p>These strategies would provide information which would enable coordinators to move their subject area forward in school.</p> <ul style="list-style-type: none"> <li>• Teacher assessment should be ongoing.</li> <li>• Individual class tracking sheets updated termly and sent to SMT</li> </ul>
Yearly	<ul style="list-style-type: none"> <li>• SATs at Year 2 and Year 6 (until summer 2015)</li> <li>• Foundation Stage Profile</li> <li>• Year One continue to use non-published material to assess literacy and numeracy in term three</li> <li>• Independent writing collected in a writing book (Busy Book)</li> <li>• Use of APP in Guided Reading for Y2 and 6; Target Tracker statements Y1, 3, 4 and 5</li> <li>• A school report to parents will be completed in the Spring term.</li> <li>• Helen Arkell Spelling (Biannually) carried out.</li> <li>• Attendance at Weald Locality Moderation meetings.</li> </ul>

## **Data Collection and data management**

### Summative assessment

Y2 and Y6 data arises from summative assessment based on NC levels (or P-scales). Y1, 3, 4 and 5 data arises from summative assessment based on the New National Curriculum and whether a child is meeting ARE.

Data is collected for each child to monitor progress in:

- Reading
- Writing
- Spelling
- Mathematics
- Science

All data from Target Tracker statements, non-statutory tests, Y2 and Y6 SATs and Baseline Assessment is collected and arrangements are made for this to be stored in electronic format (Target Tracker). Data is analysed and children's levels/steps are classified and tracked against their peers. This enables the school to track pupil's progress towards success against Age Related Expectation by the end of each Key Stage and also helps to identify those pupils who may require additional intervention as SEN or GAT children.

Teachers have access to this data for target setting progress.

The school receives information in the form of RAISE online, Fischer Family Trust and Epods.

Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review whole school and individual curricular targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the head teacher's report to the governing body. (This will include an analysis of comparative data.)

