

Heskin Pemberton C. E. School



POLICY FOR ASSESSMENT 2012-2015

Mission Statement

We are a happy Christian school, where everyone is helped to do the best they can.

Purpose

This Policy reflects the school values and philosophy in relation to Assessment.

It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Audience

This document is intended for all teaching staff, all staff with classroom responsibilities, school governors, parents, inspection teams, LEA adviser/inspector and the Diocese and will be available by request from the Headteacher.

What is Assessment?

Assessment is the means by which the achievements of children are identified, analysed and used to enhance learning by giving clear and constructive feedback to children. Assessment should be an integral part of effective teaching and be both manageable and useful.

Assessment can be used to:

- indicate what a child has learned/can do;
- help to indicate why a child has not learned and/or is not making appropriate progress;
- inform the next steps for a child;
- inform the next stage of planning;
- contribute to an evaluation of the effectiveness of teaching;
- set targets for individuals, groups or classes;
- meet statutory requirements.

- Encourage children to self assess and be proactive in their own learning.

Types of Assessment

The majority of teacher assessment should take place within the context of normal classroom activities and should inform future teaching and learning.

Assessment can be one of the following:

- Formative
- Summative
- Assessment for Learning
- APP

Formative Assessment – this is an on-going day to day assessment, which may be in the form of discussion, questioning, marking of work, observation and testing.

The purpose of this kind of assessment is to provide immediate feedback to the teacher and to the child(ren) on their performance and then for the teacher to plan the next steps of learning.

Summative Assessment – this is a more formalised assessment and identifies a specific point of a child's development. This can take the form of in house tests or end of Key Stage tests.

Assessment for Learning – This form of assessment is embedded in school life and is used by the staff and pupils to enhance teaching and learning.

APP- We presently assess Mathematics and in some year groups Reading using APP. Teachers assess children on a regular basis to see if they have achieved objectives within the Mathematics framework and reading. These assessments are made when the teacher is confident that the child has grasped a concept and needs no support. Through highlighting objectives the children have achieved the teacher can assess the level at which the child is working. A similar process is used for writing highlighting the children's progress on a Literacy objective tracker.

The purpose of summative assessments is to –

- compare gender groups/schools
- identify children with SEN
- value added information (within school)
- benchmarking (comparing to other schools)
- track pupil progress

Diagnostic Assessment

This is identifying particular strengths and weaknesses. This is used primarily for individual pupils and enables the teacher to support learning by changing support and resources.

The prime function of assessment is to give the child, teacher and parents –

- a clear picture of what has been learned.
- what learning strategies have been acquired
- what concepts have been understood so that both may see what steps need to be taken next.

“Teacher Assessment is a crucial element in the identification of “next steps” targets for individual children. Both this and formal forms of assessment are complimentary and of equal importance” DfEE 2001

Assessment and Planning

Assessment strategies planned with the learning objectives of a particular lesson in mind.

With regard to Medium Term Plans, the QCA documents and published schemes used with the scheme provide guidance on how to make assessments relating to the learning outcome.

Within short term planning, the teacher plans assessment based on the learning objective(s) and by focusing on whole class, groups or individuals. The evaluation column on the short-term planning sheet can be used to record the strengths and weaknesses of individuals or groups, when appropriate.

Planning
clear learning objectives

Evaluating

Teaching and
learning

Assessing the learning objectives

The assessment is made on the achievement of the learning objectives, not the success of the lesson. The success of the learning of the objective informs the next stage of planning. It is the Headteacher's and curriculum co-ordinator's responsibility to monitor the plans.

Assessment Procedures used and when

Autumn Term

1. Initial Teacher Assessment with transfer information from previous class to include:-
 - a. Foundation Stage evidence for Reception
 - b. Information for all curriculum areas is passed on.
 - c. Supporting information particular to each child – may be on a verbal basis.
 - d. Copy of last report and Pupil Profile are available in the office.
 - e. Test or teacher assessments handed up
 - f. APP records for year 1 upwards
2. Records of Achievement (collection of work for each child) to celebrate achievement throughout their primary years.
3. Parent's Evening to report to parents the strengths and weaknesses of their child, particularly achievements and targets to work towards.
4. On-going Assessment strategies within Short Term Planning and records of progress, where necessary – e.g. Weekly spelling/mental arithmetic tests, also, end of topic assessments.
5. Teacher's own notes of children's strengths, weaknesses and achievement.
6. On-going sampling of children's work for a Portfolio to represent the various National Curriculum levels of attainment in all subjects.

7. Foundation Profile – ongoing assessment
8. Autumn Term assessment of Maths and Literacy - Teacher assessment and APP
9. Parents days- targets shared

Spring Term

1. All on-going activities continue.
2. APP and teacher assessments updated
3. Children’s targets sent home to parents
4. Parents Evening (curriculum based)
5. Mid year informal summative assessments in Literacy and Numeracy.
6. Foundation Stage Profile – ongoing assessment

Summer Term

1. End of Key Stage Statutory Tests (S.A.T’s) for Year 2 and Year 6.
2. Optional Year 3, 4, and 5 tests material for in-house tests.
3. Reports to parents of each child’s progress in all National Curriculum subjects and Personal/Social development.
4. Report to Secondary School for Transferring pupils (Year 6).
5. Portfolios and records of achievement completed to illustrate the year’s progress.
6. Foundation Stage Profile completed.
7. APP records updated
8. Teacher assessments for all curriculum areas

Recording

Records of children's work need to be shared actively with colleagues within school to monitor progress, record achievement and should inform future teaching and learning.

Legal Requirements

To keep a curricular record on every registered pupil - i.e. "a formal record of a pupil's academic achievements, his other skills and abilities and his progress in school" (DES 1989).

What needs to be recorded?

1. Evidence of the children's learning in National Curriculum subjects and progress in relation to Attainment Targets.
2. Achievements beyond National Curriculum.
3. Personal and social qualities.
4. Interests and achievements.

How do we record?

Classrooms are full of ready made records – the children's books, worksheets and display work are all valuable pieces of evidence, as are progress charts in reading, spelling and maths, (tick lists and notes).

Each year group have files. One file contains assessments for every curriculum area showing each child's progress in relation to objectives taught in units of work.

The second file contains pupil tracking information for summative assessments.

An APP file for Mathematics, writing and reading are also kept.

Each year, a labelled piece of literacy and maths work for each child is filed as a record in the office.

Reporting

It is the process of informing others – including parents, Headteacher, Governors, the child's next teacher or school, and the child.

Legal Requirements

Currently these require headteachers to send a written report to parents on their child's achievements once during the school year. The school complies with statutory requirements regarding reporting, including the reporting of

end of Key Stage tests results (as stated in current guidance from QCA "Assessment and Reporting Arrangements KS1 and 2).

Reports need to be:-

- Clear – enabling the parent to fully understand his/her child's progress.
- Systematic – in a format consistent throughout the school.
- Manageable – in terms of time and amount.

One formal written report is sent to parents in the summer term. It should include: -

- progress and achievements in National Curriculum subjects.
- possible targets for development.
- SAT's results and In-house tests.
- details of absences, including unauthorised absences.
- arrangements for discussion of report.

A decision is made every year as to whether comparative class results are published in the school prospectus and sent to parents of Year 6 children. This depends on the class size and issues of confidentiality.

On an informal basis, reporting is an on-going process between teacher and child and when necessary, parents.

In our school, teachers are happy to discuss any matter relating to their child's progress at mutually convenient times.

Homework is an important part of the process, providing an insight into the child's progress and attainment.

Statutory Requirements

Headteachers of maintained primary schools have a duty to secure the implementation of the national curriculum and assessment arrangements in their school. Teachers have a contractual duty to comply with the statutory arrangements.

All pupils starting school for the first time must be assessed using an accredited Baseline Assessment Scheme during their first seven weeks in Reception. This assessment has important formative and diagnostic functions. All eligible pupils in their final year of Key Stage 1 must be assessed using statutory assessment tasks or tests and teacher assessment.

All eligible pupils in the final year of Key Stage 2 who are working at level 3 and above according to teacher assessment must be assessed using statutory assessment tests. These are summative assessments but are also

used for evaluative purposes helping the school set appropriate statutory targets. Arrangements for disapplication or special arrangements are made if appropriate according to guidance from QCA and the LEA. Teacher assessments must also be in place.

Pupil Progress Meetings

Meetings take place between the Headteacher and class teachers each term following assessments. Use of targets, assessment data, test data for classes/groups. Analysis of results demonstrates which children have achieved expected progress or better each term. Those who have not progressed as hoped are identified and actions discussed to support them. Parents are informed of extra support they will receive.

Evaluation and Review

It is the responsibility of all staff and governors to monitor their adherence to this policy. The policy is reviewed annually by the Assessment Co-ordinator, Headteacher and teaching staff. The outcomes are evaluated by the Headteacher and the Governing Body and targets for action and improvement included within the School Development Planning Process.

Produced: March 2012

Date of Review: March 2015

Signed: _____

Position: _____