

This document is a statement of policy, was written through a process of consultation with staff and takes into account statutory requirements.

### DEFINITION

Assessment is the ongoing process by which teachers, parents, children, and, in some cases, external agencies, evaluate children's educational progress.

Assessment serves three distinct purposes:

- To assess what children already know and identify their needs (diagnostic)
- To improve learning for every child (formative)
- To report on every child's learning in terms of progress and attainment at the end of a fixed period of time (summative)

In part, it is concerned with the collection of evidence extracted from records and formal testing in order to produce numerical data which can then be analysed to raise School standards.

### AIMS

#### **Diagnostic assessment**

- To assess what children know and don't know
- To help teachers make informed decisions about where to focus teaching
- To pitch activities to ensure the biggest impact on learning

#### **Formative assessment**

- To help children to become efficient learners and more confident people
- Encourage children to take an appropriate level of challenge by undertaking relevant tasks and therefore make progress appropriate to their needs.
- To provide a starting point for further work, helping teachers to plan work best suited to the child's stage of development.
- To inform adults of progress made so far.

#### **Summative assessment**

- To raise performance standards.
- To inform children of their attainment, progress, and achievements
- To provide parents with information about their child's stage of development.
- To assess how well the school is functioning as a learning institution.
- To meet School, County and Government attainment targets.

### PRACTICE

We acknowledge that assessment is part of the learning and teaching process and not in addition to it.

*"Good assessment influences teaching and learning: the processes of teaching, learning and assessing are intimately linked. Assessment should therefore be fully integrated with the school's curriculum." (Collins)*

### **Informal assessment**

We use a variety of methods of informal assessment. The method used depends on the situation and needs of the child and on the current demands upon teachers' time.

Teachers respond to children's learning on a day to day basis through:

- Observation
- Verbally in class or 1-1 discussion.
- Written marking of children's work
- The child's own assessment of his/her work using criteria clearly explained by the teacher.
- Peer assessment using criteria clearly explained by the teacher
- End of topic assessment, when appropriate, as the teacher considers the progress the child has made over a period of time, using children's work as evidence.
- Lesson evaluation

### **Formal Assessment**

Formal assessment activity is run to an agreed time schedule and records are kept for stakeholder information.

- Online tracking is carried out by teaching staff four times per year using Target Tracker for English, maths and Science.
- Each child has an assessment folder in which specific assessment tasks in English, Maths and Science are filed. Guidance notes are placed within the front cover of these folders. Information about children's progress contained in these folders contributes to school target setting and progress monitoring and tracking.
- RE assessment evidence is filed in individual pupil folders alongside the pupils' work. RE is teacher assessed using the guidance in the 2015 syllabus. Over time assessments will be transferred to Target Tracker.
- PE is assessed using the materials form RealPE.
- I can... statements are used to assess computing and evidence is stored on iPads
- Target Tracker 'bookmarks' are used to record day to day achievement in English, Maths and science for year 1-6.
- All other subject areas are teacher assessed using the Foundation Subject record sheets and will, over time will be transferred to Target Tracker.
- EYFS assessments are carried out throughout the foundation year and reports are made to parents as well as being tracked using Target Tracker. Pupil profiles are kept as an ongoing record of achievement. Target Tracker is used to assist in the day to day collection of evidence using iPads.
- Year 1 pupils undertake Phonics screening.
- Statutory assessment, as required by the government, is undertaken at the end of Key Stage 1 and 2 in English and Maths.
- SEN pupils may be assessed using Pre-curriculum statements on Target Tracker. (See SEND policy for procedures)
- Annually, early in the autumn term, teachers make predictions about pupil/school attainment and set targets for the year. Progress, however, cannot be predicted and is evaluated the following November when results have been collated Nationally.

### **Summative Assessment Cycle Grid**

See appendix 1

### **Marking**

There is a standardised response to children's work throughout the school

with which all teachers and TAs should be familiar: see Teacher Standardised Assessment Policy.

### **Records**

Assessment is of a positive nature and this will be reflected in the children's records.

'Bookmarks' are used to make informed judgements about child's achievement in specific areas of maths and English. These are kept as evidence.

- Ongoing records are kept in a file kept by the class teacher.
- Annotated work provides an assessment record in its own right
- Portfolios of examples of assessed and annotated work or other evidence are collated by curricular co-ordinators and kept on the shelf in the staff room.
- Target Tracker is used to record and analyse pupil progress, highlighting where improvement strategies need to be put in place
- Documents to aid teachers in their assessment of children's work are kept on the shelf in the Staff Room.
- Personal profiles record progress of SEND pupils

### **Target Setting**

The above, combined with ASP and LA data reports, is used in analysis and to evaluate school performances on an annual basis, for each cohort, at the end of each academic year. Teaching staff collate data four times per year, analyse and present to Head and governors as part of the Governing Body's monitoring cycle of work.

### **Reporting to parents**

All of the above is used by teachers to inform and report to parents. This is done through:

- Annual written reports in July
- Parent Teacher Interviews held twice per year in autumn and spring
- SEND review meetings
- Informal PTIs
- Target Tracker observations and records

### **Professional Development**

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. When appropriate, other agencies will be called upon to advise and support teachers in assessing and teaching children with specific needs. These will include the SENCo (special educational needs coordinator) and the Educational Psychologist.

### **Inclusion**

Please see policies for Inclusion, SEND and Most Able.

### **Moderation**

The school undertakes a number of moderating activities which ensure that assessment judgements are accurate and consistent. These include:

- Termly in-school progression and moderation tasks

- Woodstock partnership network meetings moderation
- Partnership INSET day moderation
- ODST moderation meetings
- External advisory moderation visits as requested by the school

Agreed: October 2018

Person Responsible: V. Lucas

To be reviewed: October 2019

Appendix 1.

<b>Assessment Cycle- Summative Assessment</b>		
<b>In School Assessment</b>		
<b>Year Group</b>	<b>Assessment type</b>	<b>When it Happens</b>
Yr R	Baseline Assessment	Within the first few weeks of starting school
Yr R-6	Writing teacher assessment	Four times per year at the end of the autumn 1 and 2, spring and summer terms
Yr R-6	Reading teacher assessment	Four times per year at the end of the autumn 1 and 2, spring and summer terms
Yr R-6	Mathematics teacher assessment	Four times per year at the end of the autumn 1 and 2, spring and summer terms
<b>National Assessment</b>		
<b>Year Group</b>	<b>Assessment Type</b>	<b>When it Happens</b>
Age 2	2 year old screening	Conducted by your health visitor at home
Yr R age 4-5	Children are assessed against seven areas of learning to see whether they have achieved a 'good level of development'	End of reception year
Yr 1 age 5-6	Phonics Screening check (pass/fail)	By the end of June
Yr 2 age 6-7	Phonics Screening re-check (for those who failed in Yr 1) (pass/fail)	By the end of June
Yr 2 age 6-7	Externally set tests marked by the class teacher in: Mathematics: Arithmetic Reasoning Reading Grammar punctuation and spelling (GaPS, SPaG)	By the end of May
Yr 6 age 10-11	Externally set tests marked externally in: Mathematics: Arithmetic Reasoning Reading Grammar, spelling and punctuation (GaPS, SPaG) and, marked by the teacher: Writing A scaled score out of 130 will be awarded	By the end of May

