

Pott Shrigley and Bollington St John's  
Church of England Primary Schools



*Sharing our Gifts and Growing our Talents Together*

## **Assessment Policy**

### **Rationale**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### **Principles**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

### **Types of Assessment:**

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

**Summative:** These occur at defined periods of the academic year such as, pre-determined SATs tests, Optional Tests or at the end of a unit of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupil record cards.

**Diagnostic:** All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCO.

### **Assessment in the Foundation Stage**

On entry to the school, children will be baseline assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in the Profile, which is accessed via Tapestry.

### **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. Significant outcomes
- Teacher's mark books
- School's tracking
- National Baseline, Early Learning Profile
- End of year Pupil Summary Reports

In order to summarise all evidence of achievement, we keep a record of each child's attainment in English, Maths, and Science. This is completed by the teacher termly and at the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of their education.

### **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the Bollington Family of Schools / PDA
- By attending LA sessions to ensure our judgements are in line with other schools
- By using the SATs exemplification materials
- School portfolios of moderated work will be kept by curriculum leaders.

## **Reporting**

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided. Parents are invited to attend formal interviews with the teacher during the Autumn and Summer terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

## **Target Setting and Reviewing Progress**

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual Federation Development Plan.

## **The Role of the School Assessment Co-ordinator**

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- contribute to the FDP and SIP through work with the SLT
- leading school development in assessment, recording and reporting procedures
- liaison with subject co-ordinators within the school
- liaison with other assessment co-ordinators within the Bollington Family of Schools / PDA
- attend and lead INSET where appropriate
- keeping Governors informed

## **Monitoring and Evaluation**

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may

change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

### Assessment Framework

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Foundation Stage Profile Baseline Assessment	Tracking Phonics Screening	Tracking KS 1 SATS	Tracking	Tracking	Tracking	Tracking KS 2 SATS
<p>Diagnostic Reading Program (SEN provision)            Diagnostic Spelling Test (SEN provision)            Intervention screening program            On-going Teacher Assessments</p> <p>If a pupil is absent for one of the above assessments, every effort should be made to administer it at the earliest opportunity. Statutory assessments are carried out according to the administrative bodies guidelines.</p>						

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