



Policy for Assessment

Contents

- Definition
- Aims
- Types of Assessment
- Early Years Foundation Stage
- Key Stage 1
- Key Stage 2
- Reporting to Parents
- Responsibilities

Agreed by staff - December 2013
Agreed by Governors - March 2014
Reviewed - December 2016

This Policy needs to be read in conjunction with Curriculum Policies, Marking Policy, SEN Policy and Equal Opportunities Policy.

Definition

Assessment is:

‘a term that refers to all activities undertaken by teachers and their pupils in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.’ (Black and William)

Aims

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to raise standards of teaching in ensuring the links between teaching, learning, assessing and marking
- to identify children needing intervention
- to inform parents and relevant outside agencies of children’s progress
- to aid the self evaluation of the school
- to track individual progress
- to produce comparable data
- to assist with continuity and progression between and within FS, KS1, KS2 and KS3
- To meet statutory requirements

Types of Assessment

1. Assessment of Learning (summative)

Assessment of Learning is used to make judgments about pupil attainment.

These include ;

- Teacher Assessment (whole school),
- Abacus Maths (Y1-6),
- Y1 Phonics screening
- KS1 SAT’s, marked internally
- Bug Club reading comprehension assessments (Y1-6)
- Maths, SPAG & Reading Comp externally marked SAT’s (Year 6)
- Y6 writing marked internally

At All Saints, all children in Year 1-6 are assessed against progress descriptors for each year group for writing, reading & Maths

2. Assessment for Learning (formative)

AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The key principles of AfL, which are fully supported at All Saints,

are the consistent use of differentiated success criteria, peer assessment self-assessment effective questioning and diagnostic marking (according to the marking policy).

Early years and Foundation Stage

The Early Years Foundation Stage Profile must be completed for each child who will be five years old on or before 31st August.

Assessment rating EYFS judgement:

1 - Indicates a child who is at the emerging level at the end of the EYFS

2 - Indicates a child who is at the expected level at the end of the EYFS.

3 - Indicates a child who is at the exceeding level at the end of the EYFS.

A - Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness, and arrives too late in the summer term for teacher assessment to be carried out, or for an exemption.

The child's attainment will be recorded on the SIMS tracking system at baseline and the end of the Autumn, Spring and Summer terms. The tracking will outline which age band the child is learning within and whether they are entering, developing or secure within the goals in that band.

Pupil progress in R.E. is carried out on a termly basis. These documents can be found on the staff website page.

Phonics tracking will also be completed every half term and saved on the school system. A high frequency word assessment will be completed and passed on to the next teacher.

The Learning Journey ("My Special Folder") will keep a record of the child's achievement throughout the year and will contain: short and long observations, photographs, holiday forms, certificates showing outside achievements, contributions from parents (owl stickers), the children (children's quotes and comments on their learning), the Midday Supervisors and from other care providers (if applicable). A baseline assessment should be completed on every child and should also be included in this folder.

The moderation of EYFS Profile assessments should begin internally. All staff will partake in moderation of observations and learning. Teaching staff attend termly borough moderation meetings and feedback to non-teaching staff.

Pupil progress meetings take place termly with the Key Stage Leader, Deputy Head teacher and Head teacher.

Key Stage 1

Teachers enter the attainment standard (Emerging, Developing, Secure, Working at greater depth) in Reading, Writing and Maths on the SIMS database termly for all pupils

in Year 1 and 2. These are followed by pupil progress meetings with the Key Stage Leader, Deputy Head teacher and the Head teacher.

Pupil progress in Reading, Writing and Maths are teacher assessed and recorded in Progress descriptor sheets/Abacus spreadsheets on a termly basis with reference given to assessment focusses in these learning areas.

Pupil progress in R.E. is carried out on a termly basis. These documents can be found on the staff website page.

Termly phase phonic and key words assessments take place and are recorded on the school system.

The phonics screening takes place in June each year for all Year 1 children and any Year 2 children who did not reach the required standard at the end of Year 1.

Teacher Assessments take place in the Summer Term (in line with statutory assessment) for all Year 2 children in Reading, Writing, Maths and Science.

Key Stage 2

Teachers enter attainment standard (Emerging, Developing, Secure, Working at greater depth) in Reading, Writing and Maths on the SIMS database termly for all pupils from Year 3 to 6. These are followed by pupil progress meetings with the Key Stage Leader, Deputy Head teacher and the Head teacher.

Pupil progress in R.E. is carried out on a termly basis. These documents can be found on the staff website page.

Statutory assessment for Year 6 takes place annually in May in Reading, SPAG, and Maths. At present, teacher assessment is made in Writing and Science. Reading, Maths and SPAG are externally marked.

Individual pupil targets in Writing and Maths are shared with parents on parents evening in the autumn and spring terms. Targets for the following year are written on the end of year report.

Reporting to Parents

Individual pupil targets in Writing and Maths are shared with parents on parents evening in the autumn and spring terms. Targets for the next term are shared. Targets for the following year are written on the end of year report in the summer term.

Responsibilities

The provision and development of the Assessment Policy is the responsibility of the Assessment Leader, Head teacher and Governing Body.