



ASSESSMENT POLICY

Reviewed Annually by the Pupil Progress & Welfare Committee

Date of last Review	Signature
30 th October 2018	Chair

Introduction

Assessment complements and assists teaching and learning. It is an integral part of the National Curriculum Statutory Procedures. This Policy outlines the purpose, nature and management of assessment in our School.

The School Policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and agreed by the School's Governing Body. The implementation of this policy is the responsibility of all staff.

The Nature and Purposes of Assessment

Assessment is an integral part of teaching and learning. Assessment serves several purposes:

- "formative" i.e. it provides information for the teacher to plan the next steps in learning;
- "diagnostic" i.e. it provides more detailed information about individual children's strengths and weaknesses;
- "summative" i.e. it provides a snapshot in time of each child's attainment.

It is important that assessment is considered at the planning stage to ensure that assessment opportunities are not missed, and that the outcomes of assessment are used in the planning of future work (formative) and for reporting purposes (summative). It should help teachers to:

- plan work that is appropriate to the age and ability of all children, which supports them in progressing to the next level of attainment;
- support the identification of where specific help may be required;
- report accurate information regarding a child's level of attainment in a particular subject / area.

Entitlement and Statutory Requirements

All children will be assessed on entry to the Reception class in our School, using the 'Ages and Stages' document. This is then moderated and agreed upon with the Head and Chair of Governors during the Autumn Term. By the end of their first year, they will be assessed against the 17 areas of learning and development using the Early Years Foundation Stage Profile. The first 12 of these determine whether a child has met a 'good level of development'.

Each child in Year 1 will complete the statutory 'Phonics Screening', to be administered by the Headteacher or a member of the SMT in June.

Year 2 and Year 6 will be teacher assessed using the 'new' national curriculum expectations in each of the attainment targets in English, Maths and Science. Year 6 children will also sit externally marked tests (SATs) in May for Reading, Maths and Spelling, Grammar and Punctuation (SPaG). Teacher assessments at Key Stage 1 and 2 need to be made in time to meet DfE deadlines. From 2019, reporting Key Stage 2 Teacher Assessments to the DfE will no longer be a requirement for those children who are able to access the statutory tests, with only the results of these SATs being used to report the attainment of each child.

The schools' results for the EYFS, Year 1 Phonics Screening, KS1 Teacher Assessments and KS2 SATs are reported nationally.

Key Stage 1:

- Testing will be in accordance with the current Statutory Guidelines with which staff should familiarise themselves.
- Standard tasks in English and Maths are once again statutory, and should be used to support the Teacher Assessment process. The English test will include a Spelling, Punctuation and Grammar test.

Key Stage 2:

- KS2 tests must be administered to ALL children who are currently working in Year 6 within the Key Stage 2 curriculum, in accordance with the nationally prescribed timetable.

- KS2 test papers will be submitted for external marking by the appropriate agency according to their instructions.
- Classroom-based tasks will continue to be provided, and will be used with children to support teacher assessment. This is particularly important for the Writing assessment, as no formal, externally marked test is now given to children in this area of English.
- The results of teacher assessments will be submitted to the DFE in accordance with the instructions prescribed by the NCA, until June 2019.

In addition to the statutory requirements, other assessments will be carried out as follows:

- Standardised Spelling tests (SWST) twice per year to: track progress, help diagnose areas of strength and weakness and determine appropriate targets to aid future progress. Children in a particular year group should generally be given the **same** test (recommended ages are given at the top of the teachers' version of the test). YARC and Salford Reading Ability (decoding) and Comprehension tests will be administered to children who are receiving extra support with their reading, in order to measure progress. Sandwell Assessment will be used for the same purpose in Maths.
- For each child in Years 1 to 6, Teacher Assessments will inform end of year predictions as to each child's attainment in Reading, Writing, SPaG and Maths; these will be made in December and March, with a final judgement being made in late June (in time for the report to parents in July). These Teacher Assessments will be supported by formal testing every 'long' term, where appropriate. For the 2014 Curriculum, we will use the Year group expectations in each core area, and define whether the child is **Working towards**, **Expected to meet**, or working at **Greater Depth** within a particular year group's standards.

For pupils who move to a new school other than at the end of a Key Stage, the receiving school will be provided with a record containing specified information about the pupil's attainment at the point at which he / she transfers. The standard transfer forms will be completed and checked by the Headteacher. The report must contain:

- The pupil's statutory assessment results in the core subjects of English, Maths and Science, by subject and attainment targets at all previous Key Stages, as well as for the school year in which the assessments were made.
- The teachers' latest assessments of the pupil's progress against the attainment targets in the core subjects since the last statutory assessment. From the implementation of the 2014 Curriculum, we will use the Year group expectations in each core area, and define whether the child is **Working towards**, **Expected to meet**, or working at **Greater Depth** within a particular year group's standards.

Implementation Procedures

Staff should become familiar with national standards in all subjects, and with the School's interpretation of the requirements at each year group / Key Stage. Teacher assessments should be carried out in all classes with children in EYFS up to Y6. Part-time and supply teachers (as well as HLTAs and TAs) should also contribute to teacher assessments in consultation with the class teacher.

1. Day to day assessments

In all subjects, teachers will make day to day judgements about children's learning and progress. These judgements will be used to inform teacher's short term planning, and may be reflected in the feedback given to children (see Marking Policy).

2. Assessments throughout the year

During the school year, staff will make judgements about a child's ability in key assessment areas. For Reading, Writing and Maths, progression grids are available to support this. Areas of learning for all subjects taught at primary school are reported to parents, and National Curriculum documents for each key stage / year group have been used to create detailed 'Pupil can' statements for the purposes of reporting attainment in each of these subjects. This will be based on work done in class and will not only be used to help predict a child's end of year attainment (along with formal testing), but also as the basis for reporting to parents in July.

For any child who is identified under the Code of Practice as having an SEN, teachers will ensure that assessments and planned progress towards identified learning objectives fulfil the requirements of the Code of Practice in meeting individual learning needs (as detailed in individual Learning Plans, updated as appropriate).

Foundation Subjects

During planning, teachers will identify key elements for assessment in each unit of work for Science, Computing, and all foundation subjects. Children's achievement is recorded as either **Working towards**, **Expected to meet**, or working at **Greater Depth** within a particular year group's standards. These summative assessments are then used for reporting to parents, a copy of which is held in the child's individual file, made available to the next class teacher for the new academic year.

Analysis and Use of Assessment Results

The School's Key Stage 1 and Key Stage 2 results will be analysed by the Assessment Co-ordinator, and appropriate curriculum co-ordinator as part of the School's monitoring procedure. The outcomes from this analysis will be reported and discussed with all staff and the Governing Body. Future targets for School improvement will be set in relation to the performance of children in the National Curriculum Assessments. These will be supported by bench-marking information provided by the LA and NCA.