

# Thornhill Lees CE (VC) I & N School

## Assessment Policy 2019

### Aims

- To ensure assessment is an integral part of effective teaching
- To identify progress and achievements of individual children, cohorts and whole school performance
- To enable target setting for individual children, cohorts and the whole school
- To use assessment to:
  - indicate what a child has learned/can do
  - help to indicate why a child has not learned and/or is not making progress and to provide appropriate intervention
  - inform the next steps for a child or groups of children
  - inform the next stage of planning
  - contribute to an evaluation of the effectiveness of teaching
  - meet statutory requirements

Most assessment should be formative, inform future teaching and learning, and should take place within the context of normal classroom activities. This may involve:

- Observation
- Discussion
- Questioning
- Marking and giving feedback to children
- Examination of outcomes
- Summative activities
- Tests / SATs
- Pupil self assessment

Some assessment may also be summative, identifying a specific point in a child's development.

### Links with Medium and Short Term Planning

Medium term broad learning objectives should be used to identify potential assessment targets. Short term specific learning objectives should be used as a basis for ongoing assessment and the evaluation of the quality of teaching and learning. Unplanned assessment opportunities will be occurring all the time and although the judgements made may not be formally recorded teachers and support staff will undoubtedly be absorbing this information. It will contribute to professional knowledge of what a child can do and understand.

Equally there will be times when assessment needs to be targeted.

### Targeted Assessment

- Can provide summative information against pre agreed criteria.
- Can confirm judgements formed during classroom observations.
- Should be built in before the completions of a unit, allowing time for any necessary further teaching to take place.
- Should be non stressful and similar to usual classroom practice.

### **Early Years**

We assess children within the first six weeks on entry and again at the end of each term in the setting.

We also identify pupil progress through the use of observations using the Tapestry programme. These observations are linked with the Foundation Stage profile which measures progress in developmental stages (months).

### **SEN pupils in KS1**

For those children with SEN who are not able to access the expectations of the curriculum within their given year group, these children will be assessed using the P levels and the Pre-Key Stage Standards for Year 2 children. At Thornhill Lees we use the Lancashire PIVATs which breaks each P level into sub-sections thus enabling us to show the progress that individual children are making.

