



Jesus said 'I have come so that you might have life - life in all its fullness' St
John's gospel Chapter 10, verse 10

Brill Church of England School Assessment Policy

Policy Reviewed	Sept '18	Sept '19			
Policy Owner	L.White and D.Baker	L.White			
Signed Headteacher					
Review date	Sept '19	Sept '20			

The teacher will ensure that any assessments based on open-ended tasks as well as more closed tasks. Not every activity is formally assessed, the teacher focusing on a limited number of activities for formal assessment.

Testing

One particularly formal method of assessment is a written standardised test. This can provide back-up to other methods of assessment, can confirm previous methods of assessment and is a convenient and quick way of assessing a large number of children. However, many factors can prevent children from performing well in a test situation and therefore, the school's policy is therefore to regard this type of assessment as one method amongst many others that need to be employed. Our assessment map outlines the type of formal assessments we carry out and when we do them.

Who Assesses?

The classroom teacher has overall responsibility for the assessment of all children in his/her class. However, all people who deal with the children can be involved with their assessment. These could include teachers, welfare assistants, Head, L.E.A. personnel and at times parents and other children. Other school staff provide support to the classroom teacher by assisting with the more formal aspects of assessment, helping with agreement trials to ensure consistent standards of assessment throughout the school, providing the classroom teacher with time to assess and by discussion of the child involved. L.E.A. personnel will be involved as requested, usually when a specific problem is encountered. Parents can be involved by assessing their own children and by helping in the classroom to provide more time for the teacher to assess. Pupils can be involved through self-assessment, through peer assessment and by collecting evidence of achievement. However, the classroom teacher will still carry out the majority of assessments, will be responsible for recording the results of any assessments and for making this information available to parents.

Fairness

Whatever methods of assessment are used, they must test only what they are supposed to be testing and must not rely on knowledge of other subjects that the child may not have. The content of the test must be within the child's realm of knowledge and must be at an appropriate level of difficulty. The choice and time of the test should take into account any special factors relating to individual children e.g. state of health, work missed, bi-lingual pupils, pupils new to school etc.

Special Needs

Where a test that is appropriate for most children but not appropriate for a minority, an alternative is required. This is often because children are experiencing learning difficulties and the test is not appropriate for their level. A test more appropriate for their level will give more accurate information about that child's achievement and will enable the school to provide a better education for that child.

Record-keeping

Please see the policy specifically on record keeping for further details.

Role of Subject Leader

Please refer to a separate document titled The Role of the Subject Leader.

Moderation and Review of Pupils work

The aim of moderation and review is to ensure that our assessment of pupils within each year group and of pupils in different year groups is consistent. The SATS and other standardised tests provide some degree of moderation. Agreement trials are held on a regular basis within the school to ensure that teacher's understanding of the level at which a child is working is comparable. Another, method of moderation is the regular discussions that teachers have regarding the work that children do.

Key Objectives

Key objectives have been established for English, Maths, Science and ICT and each child is assessed against these with a record kept in their assessment folders. These key objectives are prominently displayed in the classroom, particularly for older children and parents are made aware of them.

Monitoring and Review

This policy will be reviewed annually by the Subject Leader and changes will be made to ensure that this policy is up to date.