

# Assessment Policy

(October 1997) Reviewed 2007

## Definition of Assessment

Assessment is a process which involves gathering information about what children know, understand and can do, and using that information to promote learning.

## Aims of Assessment

In our school we want information from assessment to:

- \* Fulfil statutory requirements
- \* Inform and support planning.
- \* Help plan for differentiation.
- \* Fuel records and reporting process to pupils, parents, teachers, governors and outside agencies.
- \* Help identify pupils' strengths and weaknesses.
- \* Improve and evaluate teaching and learning and so raise standards.
- \* Allow all pupils to recognise and achieve their full potential.
- \* Provide evidence of achievements.
- \* Plan for progression and development.
- \* Ensure equality of access.

## Equal Opportunities

In order for assessment to be effective the children in our school are entitled to be:

- \* Assessed in a way which is not biased and does not reinforce stereotypes.
- \* Assessed in a variety of ways which are appropriate e.g. knowledge should not always be assessed in written form.
- \* Assessed accurately.
- \* Assessed in a way which will highlight their strengths and weaknesses.

## Planning for achievement

At Cottesbrooke Infant School assessment is built in at all stages of the planning process by:

- \* Whole staff involvement in the Mission Statement.
- \* Whole staff involvement in drawing up aims and objectives of the School Improvement Plan.
- \* Whole staff involvement in developing long term planning to identify where P.O.S. are to be taught.
- \* Working parties, representing each year group, to develop long term plans, led by subject co-ordinators (long term planning).
- \* Subject co-ordinator's supporting year groups to develop medium term plans in the form of a half termly overview identifying learning objectives from the P.O.S. (medium term planning).
- \* Year groups, assisted by subject co-ordinators, use weekly proformas which identify key learning objectives and assessment opportunities (medium term planning NLS, NNS).
- \* Year groups, with the help of subject co-ordinators, planning programmes of activities which allow pupils to develop knowledge, understanding and skills (short term planning)
- \* Individual teachers:
  - writing daily plans with differentiation which identify specific learning objectives – indicating support, S.E.N., resources, timing, etc.
  - recording or reporting of assessments.

The Senior Management Team and subject co-ordinators monitor and evaluate the curriculum by:

- \* Checking half termly and weekly planning documents for progression and continuity across the year group and the key stages (kept in the staffroom file).
- \* Visiting other classes to offer support and advice and to ensure continuity and progression. (Non contact time is given on a rolling programme linked to S.I. Planning and self-evaluation)
- \* Moderating a cross section of children's work across a year group (core subjects only) once a term.

The Senior Management Team ensures coverage of the National Curriculum and other statutory requirements by:

- \* Having an overview of all planning.
- \* Meeting regularly to discuss planning issues.
- \* Ensuring that all staff receives INSET. This is delivered in a variety of ways:
  - whole school INSET during directed time or teacher days and delivered either by outside agencies or by subject co-ordinators.
  - staff meetings used to review and update policies and planning.
  - Year Group meetings to moderate work across the year group and ensure equality of provision.
  - staff attending individual courses provided by outside agencies.

The SENCO together with the class teacher will monitor SEN provision. This will be done through:

- \* Differentiation – different activities for differing abilities
  - different resourcing
  - different groupings
  - different timescales
  - increased adult help
  - different methods of recording
- \* I.E.P.s and reviews
- \* Involvement with Pupil Support and other outside agencies.

## Assessing Achievement

Class teachers are asked to retain evidence of pupils' achievements by saving samples of work in all core subjects which exemplify the standard of work. In addition to this we are assembling school portfolios of work which contain examples of work across the key stage in the core subjects and at all levels.

We believe that assessment should be ongoing day to day and our daily planning sheet incorporates an assessment/evaluation. (NLS, NNS)

We recognise that independent learning will raise the self esteem and the standards of learning in our pupils and we are developing practices of self assessment in the form of an annual student profile entitled “all about me”.

Evidence of achievement based on judgements is collected through:

- Fulfilling statutory requirements at the end of key stage 1 using results from tasks and tests.
- Biannual tests for maths and reading.
- Structured and informal observation through planned teacher assessment recorded each term.
- Discussions, questioning and listening which takes place during normal classroom activities which are either formal or informal.
- Examples of pupil’s written work, picture form, models, social interaction, photographs, video evidence.

Consistent and accurate judgements are made by:

- Sharing and agreeing outcomes in school moderation referring to SCAA publications Exemplification of standards at key stage 1.
- Attendance at modification meetings (LEA/BASS) by year 2 teachers.
- Use of profiles in Foundation Stage.
- Use of consistent marking (see marking policy)
- Gathering evidence across a range of contexts (portfolio). It is the class teachers’ responsibility to see that assessments are carried out and recorded but the classroom assistants, SENCO, students, outside agencies, peers and pupils themselves can be involved in the assessment process.

## Recording Achievement

Children’s records of achievement are recorded by:

### Mathematics

- Children’s workbooks.
- End of year teacher assessments.
- End of year assessment tests
- End of key stage SATs.

- Ongoing assessment in Foundation Stage using Foundation Stage Profiles.
- End of year reports.
- End of year teacher assessments.

### English

- End of year teacher assessments
- Key word sheet – an individual record of NLS words (reading/spelling).
- Class reading record updated half termly.
- Phonic checklist – an individual record of initial letters.
- Individual early years record – Baseline/Foundation Stage Profiles.
- Children’s workbooks – annotated.
- End of key stage SATs.
- End of year reports.

### Science

- Children’s work – annotated.
- Early years records (Knowledge and Understanding of the World in Foundation Stage).
- End of key stage teacher assessments.
- End of year reports.

### Foundation subjects

- The medium and short term planning identifying key learning objectives will provide a record of achievements.
- Annotated children’s work.
- End of year reports.

More detailed records are kept for;

- Music – copies of compositions, tapes and performances.
- Art – sketch books containing half termly drawings.

### R.E.

- A record of coverage will be kept in the long/medium/short term planning

- End of year reports.

### S.E.N.

Class teachers together with support staff are responsible for gathering evidence about children with special needs and the SENCO, with the help of the class teacher, is responsible for recording the evidence and completing the necessary paperwork. Outside agencies such as pupil support, who also work with our children, keep records which they share with us confidentially. These reports will be considered when making assessments.

The updating of all records is an ongoing process. Written records will be highlighted in identifiable colours so that future teachers will know when the child achieved that level. All records will be dated.

Every pupil has an individual profile of achievement which contains samples of work, copies of reports to parents, individual record sheets, an annual self evaluation sheet and copies of SATs and teacher assessments, and photocopies of any special needs assessments and IEPs. Pupil profiles are kept in individual classrooms, nursery staffs keep nursery records and the SENCO has all the original special needs documents.

Each half term we have a special assembly to celebrate achievements. Parents are invited to join us and the achievements are recorded in the 'Well Done' book in the reception area. In addition to this children receive a certificate at the end of each stage of the reading scheme and in year 2 they receive swimming certificates. Outside interests are encouraged and celebrated too.

### At the end of each school year

Teachers must pass on:

- \* Children's folders containing;
  - > all previous year group records (internal and external)
  - > copies of reports
  - > writing assessment books (nursery to Y2)
  - > individual reading records

- > All about me books
- > NFER maths tests (Y1/2)
- > NFER reading tests (Y1/2)
- > phonic check list (visual recognition/letter formation)
- > art sketchbook (nursery to Y2)
- > copies of IEPs and reviews
- > SATs papers (where relevant)
- > Home/school agreement
- > Medical information
- > Spelling assessments (NLS words/phonics)
- > Internet/other parental permission slips
- > MIST test
- > Target sheets for parent (Autumn and Spring)
- > NL strategy key words assessment (reading)
- > Bury infant check test (Y1)
- > E profile assessment sheets (reception)
- > Speaking and listening records

\* Verbal feedback on individual children

If a pupil transfers to another school the contents of the pupils folder is passed on to the receiving school.

### Reporting achievement and attainment

Each term parents are invited into school to receive a verbal feedback on their child's progress. A written report is sent to parents annually during the summer term which meets national reporting requirements and parents are invited to discuss it.

The report covers all areas of study and personal achievements and it identifies both strengths and weaknesses. The SENCO is responsible for reviewing and reporting on children with special needs.

The head teacher is responsible for reporting all statutory requirements as outlined yearly by the LEA.

## Statutory requirements for reporting to parents

### Nursery

- \* No statutory requirements

### Reception and year 1

- \* For reception, all areas of the Foundation Stage Curriculum
- \* For Y1 all core and foundation subjects, separate written comments on the pupils progress highlighting strengths and achievements and any weaknesses.
- \* Details of the pupils overall progress, contribution to school life, any special achievements or activities.
- \* Details of attendance giving the total number of sessions (half days) since the last report and the number of unauthorised absences.

### Year 2

- \* As above for Y1
- \* English
  - > Speaking and listening Teacher Assessment level
  - > Reading Teacher Assessment level
  - > Writing Teacher Assessment level
  - > Spelling Teacher Assessment level
- \* Maths
  - > subject level derived from Teacher Assessment
- \* Science
  - > Subject level derived from TA
- \* School comparative information on the percentage of year 2 pupils at each level in each subject.
- \* National comparative information.

## Responsibility for Assessment

### Headteacher;

- > To ensure that the school has effective procedures for assessment.
- > To ensure that assessment procedures are carried out
- > To review the effectiveness of assessment
- > To ensure that statutory requirements are carried out.
- > To ensure that assessment is given the necessary importance within the SIP.

## Assessment Co-ordinator (currently headteacher)

- > To ensure that assessment procedures are clear to staff
- > To maintain the assessment and marking policy
- > To liaise with the INSET co-ordinator in order to insure that information about training opportunities on assessment are available to all staff.
- > To ensure that assessment requirements across subjects are clear, manageable and effective.
- > To ensure that assessment requirements are carried out and targets set for improvement.
- > To co-ordinate and support end of key stage assessment arrangements.
- > To co-ordinate any other formal testing taking place in school.
- > To monitor and evaluate policy and practice

## Phase Leaders

- > Monitor and evaluate assessment data across the phase in order to identify trends in pupil performance and issues for development

## Subject co-ordinator

- > to develop a scheme of work which shows learning objectives clearly. (Long/medium term planning and assessment)
- > To review frequently the quality and effectiveness of assessment.
- > To monitor marking within their subject.
- > To focus on improvement in their subject.
- > To monitor continuity and progression in their subject throughout the school.

## Class teacher

- > To ensure that all lessons have clear learning objectives, differentiated and appropriate to children's ability.
- > To incorporate assessment in their lessons.
- > To keep records of children's attainment.

## SENCO

- > To ensure that all pupils are registered following assessment.
- > To ensure that IEPs are carried out effectively.
- > To ensure that all SEN information is passed on to the next teacher, next phase or next school.
- > To monitor and evaluate assessment data across SEN provision in order to identify underachieving children and ensure progress.

## Governing Body

- > To familiarise themselves with assessment procedures.

## Arrangements for review

The policy will be reviewed every three years in line with the SI plan priorities unless;

- ~ The government or LEA changes necessitate an earlier review.
- ~ The governing body or headteacher requests a review.

## Resources

The class teacher has the following documents:

- ~ Long and medium term planning for their year group.
- ~ A copy of all curriculum policies.
- ~ A copy of the assessment policy.
- ~ A copy of the marking policy.