



The Village Federation of Carsington & Hopton and Kirk Ireton Primary Schools



Assessment Policy

The Principles of Assessment:

- Assessment should be an integral part of planning – the sequence of planning /assessment is cyclic.
- Assessment should be on-going.
- Children have the right to be assessed accurately and systemically in order that the next steps in their learning can be planned.
- Assessment should be criterion-referenced.
- Assessment should be manageable.
- The assessed activity needs to be clear in informing the teacher what s/he needs to know.
- The assessment activity needs to give the child the opportunity to demonstrate what s/he knows, understands and can do.
- Assessment should celebrate success and be a positive thing.

The Purposes of Assessment:

- The aim of all assessment is to provide an accurate picture of what each child knows, understands and can do in order to:
 - a) plan the next steps in their learning;
 - b) report to parents on their progress;
 - c) inform the next teacher of their achievements;
 - d) inform the next school of their achievements;
 - e) help the children evaluate their own progress and set their own goals.
- As assessment will be made to determine the level of attainment reached in each of the core subjects of reading, writing, SPAG and mathematics. Accurate records will be completed by the end of each key-stage, but they will be kept as an on-going part of classroom work and up-dated termly. These records will be used for purposes a) to d) above. The use of end of year tests at KS2 will form a basis for this.
- In art, music, technology, geography, history, modern foreign languages, R.E. and P.E. an annual evaluation of progress will be made for purpose b), and an end of key stage assessment for purposes b) to d).

Strategies for Assessment:

- *Observation*: The teacher remains detached and forms an opinion about the child's achievement on the evidence of how s/he responds to a situation.
- *On-going Interaction*: This is the feeling that a teacher builds up about a child's achievements based upon day to day involvement with their work. It cannot be the only or even the main assessment strategy, but its worth must be acknowledged.
- *Children's Work*: Where it is possible to have tangible evidence of a realistic nature (written work, graphical representations, pictures and diagrams), this may be retained and assessed away from the classroom.
- *Questioning*: Assessing a child's response to a specific question from the teacher.
- *Setting up a Task*: At the end of a key stage certain attainment targets may not have been visited for some time. It may be necessary to set short tasks to bring the assessment up to date.

- *Reviewing*: Teacher and child may together review the progress made and what has been learned during a unit of work. The teacher may compare evidence collected before a topic has started with what is produced at the end, e.g. concept maps
- *Testing*: A short test may be appropriate to gather information about some attainment targets.
- *Self-assessment*: Children should be encouraged to set their own targets and review their progress against them.
- *Discussion*: Listening to the discussion between children as they are engaged upon a task can provide evidence of knowledge and understanding.

Evidence of Achievement

- The majority of evidence supporting the teacher assessment will be in the form of that teacher's records.
- Each year work in English and maths should be retained in each child's Record of Achievement file. This should be dated and annotated as to the attainment expectations of the 2014 National Curriculum.

Standardisation and Moderation

- The school will use their subject portfolios as a point of reference.
- All assessments will be moderated both internally and externally across the federation and the Anthony Gell Cluster of schools.

Reporting to Parents

- Parents will receive a written report of achievements and progress towards the end of the summer term every year.
- At the end of each key stage, the report will show the attainment in all core subjects as required by law.
- A parent's evening will be held twice a year to provide an opportunity for teachers and parents to discuss each child's achievements, progress and subsequent targets.
- Parents will of course be able to make an appointment to discuss their child's progress at any time during the year if they wish.