

Asterdale Primary School



Assessment Statement

At Asterdale Primary School we believe that assessment should be an integral and essential part of the process of Teaching and Learning. It should encourage pupils to enquire, study and to learn as they strive for even higher standards. Assessment is a tool for teachers to help them plan further learning experiences, a resource for pupils to help them become more responsible for their own learning. It is also a means of providing information for parents to help them be more fully involved in their children's learning and development as well as a means of producing essential data for the school to enable us to set targets for future development and improvement.

At Asterdale Primary School we believe that effective assessment provides information to improve learning and teaching. We give our children regular feedback on their learning so that they understand what it is they need to improve. This allows us to base our lessons on detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working in partnership to raise standards for all our pupils.

We believe that assessment should be fair, consistent, intelligible, involving the learners themselves whenever possible. It should be used to improve the quality of education and to raise standards of attainment by ensuring consistency, reliability and accountability. The various aspects of assessment should contribute to shared understanding among teachers and others.

The outcomes of assessment should be used to identify the procedures and processes that contribute positively to the progress and the achievement of our diverse pupil population.

All pupils whether they are boys or girls, from different economic, linguistic and ethnic backgrounds and pupils with special educational needs have a right to assessment which is valid, reliable and made without bias or prejudice. Assessment should be viewed as a means of contributing to the successful outcome for all learners.

Planning for assessment

We use year group Curriculum maps and the National Curriculum to guide our planning.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lessons make clear the expected outcomes for each session. We make a note of children who do not achieve at the expected level for the lesson and pupils that exceed it, we then use this information when planning for the next lesson.

Recording

Lessons are planned with clear learning objectives. We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. The Teachers at Asterdale Primary record the progress of each child against the National Curriculum Learning Objectives for each area of the main areas of the curriculum; this enables them to make a judgement about the work of each child in relation to the National Curriculum levels of attainment. This allows us to monitor and track the progress of every child.

At the end of each term the Learning of children is assessed through teacher assessment and is recorded. Each child's individual progress is discussed in Progress Meetings – attended by: - the class teacher, Assessment coordinator and the Headteacher. In addition, each Teacher passes this information on to the next teacher at the end of the year.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We operate an "open door" policy and encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet with their child's teacher. During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We report on all subjects of the National Curriculum and Religious Education. In reports for parents in Year 2 we provide Teacher assessment level information and Year 6 we provide details of the scores achieved in National tests.

At the beginning of each term our teachers prepare curriculum information for parents.

Feedback to Pupils

At Asterdale Primary School we believe that feedback to Pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking as this ensures consistency. We give children verbal feedback on their work whenever possible.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

Statutory Testing and Assessment

Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our children's achievements

are compared nationally with all those children of the same age and against schools in the local authority and in England. These formal assessments include:

- An end of **Early Years Foundation Stage** assessment
- We monitor how well children are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development and those who we need to give additional help.
- We complete the new baseline assessment using the Early Excellence Baseline, which offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of their everyday practice practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.
- The **Phonics Screening Test** at the end of Year 1 which assesses children's phonic skills as part of early reading

At the end of **Key Stage 1**

- Teachers assessments in mathematics and reading will be externally-set and internally-marked
- Also an externally-set test in grammar, punctuation and spelling to inform teacher assessment of writing
- Results on a scaled score

At the end of **Key Stage 2**

- Externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling
- Teacher assessments in mathematics, reading, writing and science

A sample of pupils will continue to sit tests in science to give a picture of national performance.