



Ridgewell C of E VA Primary School

Church Lane, Ridgewell, Halstead, Essex, CO9 4SA, Tel/Fax: 01440 785364
admin@ridgewell.essex.sch.uk
www.ridgewell.essex.sch.uk

ASSESSMENT POLICY

At Ridgewell C of E Primary School we believe that assessment provides the basis for informed teaching, helping pupils to overcome any difficulties and ensuring that teaching builds upon what has been learned in the past. It is also the means by which pupils understand what they have achieved and what they need to work on, their “next step.”

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress.

Summative assessment is important for accurate information regarding a child’s attainment and progress. It informs whole school target setting and prediction of a cohort’s future attainment.

The assessment process follows a cyclical pattern whereby class assessments and formal assessments are used to track progression. At the beginning of each half term there is a pupil progress meeting with each class teacher and the School assessment Leader (SAL) where assessments are analysed, targets set and strategies put into place to support children who need extra help. This is done in consultation with the SENCO where necessary. Target Tracker, class data and any additional test results are used in these meetings.

At Ridgewell School there is a system of on-going teacher-led assessment in each class which measures both progress and attainment for each child. Each teacher records this information in the class Assessment folder.

Data in this file is monitored by the class teacher, Senior Leadership Team (SLT) and Subject Coordinators ensuring there is a consistent approach to assessment across the school and ensuring there is on-going support for class teachers. Parents are informed formally at least 3 times each year of their child’s progress.

Assessment for Learning strategies are used to inform the class teacher during lessons as to how each child is progressing. Examples of these techniques include: observations, questioning, use of “pupil voice,” peer assessment, self-assessment, “take up time,” verbal feedback and written marking.

Aims

- To develop pupil’s self esteem and promote an active involvement in their own education.
- To provide formative, diagnostic, summative and evaluative information.
- To inform curriculum planning
- To ensure consistency and continuity throughout the school.
- To monitor progression.
- To increase the effectiveness of teaching.
- To inform parents, governors and outside agencies of progress.

Curriculum Assessment Objectives

- To employ a variety of assessment techniques and forms of evidence.
- To actively involve the pupils in assessment.
- To encourage children to critically reflect on their work (Self-assessment).
- To encourage the use of personal target setting, completed by the teacher and pupils.
- To ensure consistent assessment criteria and agreed standards.

The continual assessment of pupils work can be made for a variety of reasons:

Formative – providing the teacher with information to plan the next learning steps.

Diagnostic – providing specific information about child's learning.

Summative – providing an overall picture of a child's achievements.

Assessment is primarily the responsibility of the class teacher and will be carried out in such a way as to highlight the positive developments as far as possible. The informal day-to-day assessments may take different forms to suit the age and development of the year group. Assessment should be a natural part of the teaching and learning process.

The SENCO will be involved in discussions about the assessment of any children with special educational needs, together with input from the class teacher and teaching assistants.

At the start and end of the EYFS year, the class teacher will undertake Baseline assessment which will provide a baseline from which to measure pupil progress in EYFS and throughout the child's school life. Learning Journeys for each child will be compiled by Class teachers and TA's to illustrate children's progress.

There are Ipods and Ipads in school which can be used by all Teachers and support staff to record and monitor children's achievements. These observations can be used to build a picture of each child in all areas of the curriculum.

At the end of Key Stage 1 and Key Stage 2, standard assessment tests (SATs) will be administered for all year 2 and 6 pupils in English and Mathematics. These provide a snapshot of a child's attainment. Teachers will have ongoing assessments of their pupil's achievements for all areas of their learning which provides a more complete picture of each child's range of abilities.

All SATs data collected will be recorded to help track each child's progress and help set 'next step' targets.

Targets are set for the following year based on the child's progress from the previous year.

Recording Objectives

- To assess learning outcomes in relation to planning.
- To give an accurate and updated assessment of the child.
- To provide evidence of the National Curriculum achievements and to reflect relevant information in other areas including social interaction, attitudes and other behavioural responses.
- To inform other members of staff or professional bodies.
- To provide continuity and progression.

Teachers keep records of pupil's achievements from termly assessments to track progress and set targets with the pupils for the next steps in their learning.

Each half term pupils will be assessed in reading, writing, and mathematics to monitor their progress. The teachers will record these assessments using Target Tracker. These are shared with the SLT at Pupil Progress meetings which take place at the beginning of each half term.. Target setting is a collaborative process involving the Head Teachers & Class Teachers.

Predicted SAT results are also recorded for year 2 and 6 pupils and monitored by the governing body.

The data collected during the academic year will be analysed at the end of the Summer term or the beginning of the Autumn Term to assist with the monitoring of standards, reporting to the governors and target setting for the next year.

Reporting Objectives

- To be unambiguous highlighting strengths and weaknesses, effort and progress.
- To contribute positively to the relationship between home and school.
- To invite dialogue between parents, staff and pupils.
- To be a summary of the assessment and recording process.
- To be manageable for teaching staff.

We believe that the partnership between children, parents and teachers is essential. Parental involvement is an ongoing process and it is for this reason that we have an open door policy, so that parents feel free to visit the school any time, although prior notification will ensure that the fullest use is made of this time. Open evenings are arranged three times a year.

Autumn and Spring Term – Parents are invited to book an appointment to discuss pupils progress, attainments and targets. The children are invited to these discussions.

Summer Term - At the end of the Summer term, parents are issued with an end of year school report which indicates the pupils strengths and areas of improvement, detailing attitude and behaviour, progress, achievements and targets for future development. Results of the SATs are also reported from the end of key stage 1 and 2.

Parents and the child are encouraged to write their own comments on the report receipt form before signing it and returning it to school. After issuing the report parents are invited to discuss its contents with the class teacher during a private interview if required.

Policy adopted:

Chair of Governors:

Date: