



Assessment Policy
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Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement through parents' meetings and available data.
- Provide information to ensure continuity when the pupil changes school or year group
 - Comply with statutory requirements

Types of Assessment

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books. Learning objectives are shared with the children to allow self-assessment and on-going teacher marking during lessons.

Summative

These occur at defined periods of the academic year such as pre-determined SATs tests, QCA Optional Tests or at the end of a unit's of work. Summative tests help teachers in making end of year group and key stage judgements. In line with the new curriculum and national testing strategy, judgements are no longer a 'best fit'. Teachers now use summative assessment to support their formative assessment judgements.

Diagnostic

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. analysis grids. Teachers use analysis grids to determine gaps in pupil knowledge, or an area that needs to be addressed as a whole class.

What does assessment look like at Churchfield?

The children are three formal and reported assessment points throughout the school year, with a further three at each half term to provide a teacher assessment.

See the Assessment Plan for a full breakdown of when we assess and how

The Churchfield Assessment Tracking System is a bespoke method of assessment designed in-house. For each subject teachers use a tracker system to identify, mark off and collect evidence for the relevant objectives based on work in class.

If a child should be absent for one of the tests above, every effort will be made to ensure that the child completes the test at the earliest opportunity.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed to establish a baseline from which progress can be measured. Results are used to inform planning, set targets and aid early identification of special needs. Children are assessed on a day to day basis to ensure that the next steps in learning are appropriately planned in order to help children make progress. Staff use J2SL to form a termly judgement. Children will be assessed using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile.

The assessment of children using the foundation stage profile is continual.

National Curriculum Tests and Tasks

When children are in year 2 they are formally assessed and in year 6 they undertake Statutory National Curriculum tests. These are submitted to the government for marking and analysis and provide data to assess the school's effectiveness.

Year 1 Phonics Screening

- Taken in June and delivered by teachers, pupils that do not meet the pass level re-sit the test in Year 2.

Key Stage 1 teacher assessments, tasks and tests

Teacher assessment for seven year olds covers:

- Reading
- Writing
- Speaking and listening
 - Maths
 - Science
- Grammar, Punctuation & Spelling

The tests can be taken at any time in the month of May. The results are not reported separately but are used to help the teacher assess a child's work.

Teacher assessments can be moderated by the authority. This is to ensure teachers judgments are accurate and consistent.

Key Stage 2 tests and teacher assessments

Key Stage 2 tests for 11 year olds cover:

- English - reading, writing, GPS
- Maths – Reasoning, Mental Arithmetic & Times Tables

The teacher assessment covers:

- English Writing

Teacher assessments in writing can be moderated by the local authority.

Data Storage

The school uses Insight Tracking Online to log children's assessment data. This organises the data into the six assessment points throughout the year and provides valuable analysis tools for interpreting this information and setting the children's next steps for learning.

The Role of the Headteacher

Assessment coordinator provides summary data for use in discussions with the local authority, OFSTED, Governors and with teachers during pupil progress meetings.

The Role of the School Assessment Co-ordinator

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- Contribute to the SDP through work with the SLT
- Leading school development in assessment, recording and reporting (ARA) procedures
 - Liaison with subject co-ordinators within the school
- Liaison with other assessment co-ordinators within the authority
 - Attend and lead INSET where appropriate
 - Provide a termly report to Governors

The Role of Teaching Staff

- To complete agreed tests and input data onto SIMs assessment manager on the agreed dates.
 - To set targets which inform the children of their next steps.
 - To share learning objectives in lessons.
 - To provide opportunities for self and peer assessment.
- To complete pupil progress information sheets for the agreed dates.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school.
- With colleagues from other schools within the local authority.
 - By using the STA exemplification materials.
- With colleagues from within the collaboration

Reporting

Reports promote and provide:

- Good home /school relationships
 - Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
 - Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations.

Judgements

At the start of the school year teachers assign targets to each child, and then a formal judgement is made every half-term with summative assessments taking place every second half-term.

Every half-term pupils will be awarded one of the following standards:

Well Below - The pupil is working outside of their year group and may be assessed using P-Levels if appropriate

Below - The pupil is accessing their actual year group's curriculum, but not currently working within the expected standard for their age

Expected - The pupil is working within the expected standard for a child of their age

Above/Greater Depth - The pupil is working at a greater depth or above the expected standard for their age