Assessment Policy

This policy document should be seen as a product of regular review and revision undertaken by all staff working together and is subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle (see School Development Plan). It should be read in conjunction with the Curriculum Policy (including all curriculum subject policies), Teaching and Learning Policy, Feedback & Marking Policy and the Behaviour and Anti-bullying Policy.

THE PURPOSE OF ASSESSMENT

Assessment of children's progress is vital in all subjects of the curriculum. There needs to be an awareness of the effectiveness of the quality of teaching; children need to know how well they are doing and how they can make further progress; and parents need to know what their children are achieving.

Therefore, assessment needs to:

- be an integral part of teaching and learning
- help children understand how effectively they have acquired knowledge, understood concepts, applied processes and used skills
- offer clear guidance about what children need to do to improve
- illustrate the effectiveness of the teaching and learning and highlight areas which may need greater emphasis
- inform parents, governors and others who need to know about progress and achievement

THE PRINCIPLES OF ASSESSMENT

To help children to learn more effectively by:

- involving the child in the assessment process
- identifying individual strengths and weaknesses
- indicating the next steps in the learning process
- motivating the child through success and encouragement

To help teachers to evaluate their teaching by:

- identifying strengths and weaknesses in the teaching
- identifying possible strengths and weaknesses in teaching approach
- indicating the next steps in the teaching
- identifying those children who need further support and those who require further extension

At Corvedale C of E Primary School we follow a framework of ongoing assessment opportunities which allow us to track and monitor pupil progress from Foundation Stage to the end of Key Stage 2. We see assessment as an integral part of the teaching and learning process.

STATUTORY ASSESSMENT

When children enter school at the beginning of their Reception year, they are assessed in accordance with the guidelines of the **Early Years Foundation Stage Profile**. This is an assessment which summarises a child's progress and learning needs at the beginning and end of the Foundation Stage. The Reception teacher completes a profile for each child, based on on-going observations over all six areas of learning. The children are given a base line level on entry and are then levelled again at the end of each term and achievements are reported in June. Evidence is supported by all staff working with the children and discussed with parents.

Year 1 children are assessed for phonic de-coding (reading). At the end of Key Stage 1, children are assessed in Reading and Mathematics through the use of Assessment Tests to support teacher judgements. Writing and Science is teacher assessed at Key Stage 1. At the end of Key Stage 2 children are assessed in Reading, Writing, Grammar Punctuation and Spelling, Maths and Science. Maths, Grammar, Punctuation and Spelling and Reading are by test. Science and Writing are teacher assessments.

Teacher assessment is an essential part of the national curriculum assessment and reporting arrangements. The results from teacher assessment are reported alongside the test results. Both have equal status and provide complementary information about children's attainment. The tests provide a standard snapshot of attainment at the end of the key stage. Teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range and scope of the programmes of study. It takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation.

NON STATUTORY ASSESSMENT

We use the following materials in the core subjects:
- independent writing for each half term using Pathways to Write Keys
- NFER Maths assessments Y2 – Y6
- NFER Reading comprehension assessments Y2 – Y6
- NFER Grammar Punctuation & spelling assessments Y2 – Y6
- Letters and Sounds Phases
- Accelerated Reader STAR test and Book Quizzes
- AT1 Science assessments and Science unit assessments.
- Discovery RE unit assessments
- EYFS children's work, achievements, observations and samples selected throughout the year to show progress.

STATUTORY ASSESSMENT
- EYFS Profile
- Y1 Phonics
- End of KS 1 (Year 2)
- End of KS 2 SATs (Year 6)

Our tracking system for Reading, Writing and Mathematics is adapted from 'Learning Ladders' material, It identifies target groups of children and individuals and helps us to monitor progress. Pupil's grids are completed in September, December, March and July. We can monitor the amount of progress that any child makes within a given period of time. We identify the progress of specific groups e.g. Boys/girls, FSM, SEND, EAL. Staff meetings dedicated to discussion of pupil progress take place every half term and target groups are identified and intervention strategies put in place.

ANALYSIS AND MODERATION

Writing is moderated on a continuous basis. We use the statements from Pathways to Write, Learning Ladders descriptors and end of KS expectations to ensure consistency in moderation.

Mathematics coordinator provides an analysis of SAT's papers in July to look at gaps in learning.

The Headteacher analyses the APS Report and Shropshire comparative data (KEYPAS) during the autumn term and gives feed back to whole staff.

The Local Authority also moderates EYFS profiles, KS1 teacher assessments and KS2 writing.

RATIONALE FOR FEEDBACK & MARKING

Our rationale is based on the following statement:

"High quality feedback is fundamental to supporting pupil progress".

Written marking is not considered to be the most effective form of feedback

Children are encouraged to participate in self-assessment and reflect on the teacher's feedback in order to improve their work.

See Feedback & Marking Policy 2020

RECORDS OF ASSESSMENT

ANNUAL REPORTS

Reports are issued to parents in July of each year.

TRANSFER DOCUMENTATION

Personal details of pupil's e.g. admission/domestic information is kept on SIMS

Achievement and progress data for each pupil is recorded using i-Track Primary.

Paper copies are kept in an individual file in the school office filing cabinets.

- EYFS profile results
- Phonic screening results
- end of Key Stage 1 results
- copy of annual report to parents (latest)
- all appropriate SEN records

MOBILITY DOCUMENTATION

For those children who leave us part way through a school year, teachers will give a summary report (verbal and/or written) to the receiving school and parents, together with the individual child's record. The school will also be sent samples of work (books) and for the Year 2 pupils, any SAT teacher assessments. Individual children who are on the Special Needs register will have all necessary documentation transferred. The school administrator will send pupil information on the Common Transfer File electronically and will pass on such information received by incoming pupils to the appropriate teacher. SEN files must be transferred within 15 days of the child leaving school in line with 5.66 in the code of practice.

When a child arrives from another school their records should be read and then filed in the school office. Screening takes place for new children within 2 weeks of the child's arrival. This information should be passed on to the Headteacher for input onto the tracking system.

INDIVIDUAL CHILDREN'S RECORDS

Individual children's records are kept in the filing cabinets in the school office, which should be kept locked when not in use. Pupil's individual progress is recorded by class teacher and analyzed by subject leaders and the headteacher.

This policy was written autumn 2015
Reviewed autumn 2020
Next review 2022

Signed Jonathan Brough   Headteacher

Signed David Hedgley   on behalf of the Governing Body.