

St. Bede C of E Primary Academy



Assessment Policy

The Assessment policy outlines the purpose, nature and management of assessment in our school.

Assessment should:

- Actively involve all learners;
- be central to teaching and learning;
- be based on information that is both relevant and manageable;
- identify needs, motivate learners and celebrate achievement;
- provide information to support planning of the next learning steps;
- provide information to measure past performance and set targets.

Types of Assessment

Formative - This is ongoing assessment carried out by teachers during a unit of work. Results are recorded on 'Classtrack' based on the children's ability to achieve objectives from the National Curriculum.

AfL - An ongoing assessment tool that involves children in their own teaching and learning. These assessments should inform teachers with their planning and be paramount in all lessons.

Summative - Summative assessment is carried out at defined periods of the academic year. These assessments can support staff in identifying the 'stage' that the children are working at.

Diagnostic - All assessments can provide diagnostic evidence however, certain assessment tools can be particularly useful in providing more detailed data e.g. reading tests, numeracy assessments against the key objectives.

Statutory assessment

Reception: At the end of Reception children are assessed against the Early Years Foundation Stage Profile.

Year 1: Children in Year 1 are tested on their phonics knowledge in June. If they do not pass this test, they are retested again in Year 2. Children undertake a one to one Phonics Screening Check. If they do not meet the required standard for Year 1, they will retake this in Year 2.

Year 2: Children in Year 2 are tested in Mathematics and Reading. Writing is assessed through teacher assessments. Formal tests must be completed during the month of May. Children who have not successfully passed the phonics test in Year 1 are retested in Year 2.

Year 6: Children in Year 6 are tested in Mathematics, Reading, Grammar, Punctuation and Spelling. Writing is assessed through teacher assessments. Formal tests are completed in a test week decided by the DfE in the month of May.

Test Scores for Year 2 & 6: Tests for children in Year 6 are marked externally, however tests for Year 2 children will be marked internally. Children will get a 'raw' score for their tests (a raw score is the total amount of marks the children have achieved). This 'raw' score will then be transformed to a 'scaled' score. The 'scaled' score will be decided each year by the Government once all the raw scores have been collated. Children who achieve '100' on the scaled score will have achieved the expected standard for their Key Stage.

Additional Summative Assessment

In the Nursery and Reception, teachers and teaching assistants compile evidence to make assessments using the Early Years Foundation Stage framework. Children are assessed using the Development Matters statements and the Early Years Outcomes, which are tracked using OTrack. In Reception a summative assessment in the form of the Early Years Foundation Stage Profile is completed as a means of assessing attainment at the end of Reception. The profile is completed by both teachers and teaching assistants and is based on observations and assessment activities.

A range of optional tests are administered to children in Years 3, 4 and 5. Teachers undertake their own tasks in Year 1 to help them identify the 'stage' that the children are working at.

A range of independent writing pieces are assessed for each child every half term and a record of these assessments is kept on the school's tracking system. These pieces of work are moderated internally.

A science assessment is undertaken half termly to help teachers identify the 'stage' that they children are working at.

Assessment Process

- Medium term planning should indicate assessment opportunities based on the National Curriculum objectives;
- assessment records should be completed half termly;
- for English and Mathematics, attainment should be recorded against individual key learning objectives;
- a child should be deemed to have 'achieved' a National Curriculum Year Group Standard, when the teacher is sure that the child could repeat the performance. This should be based on summative, formative and AfL assessments;
- all children should be encouraged to use AfL in every lesson;
- all test data should be recorded and question analysis carried out to ensure planning is amended accordingly;
- records of achievement are built up commencing in Year One. Three pieces of work go into the portfolio, three times a year. The handwriting competition entry is also included.

Target setting

Target setting fits into the annual cycle of school review, planning and action. Assessment data is used to set specific targets within the School Improvement Plan which subsequently forms the basis of individual teacher's targets during the Appraisal process. As a result, targets are also set for teaching assistants to raise attainment and individual targets are set for children to focus both teaching and learning.

Standardisation/moderation

The process of moderation is an essential part of the assessment system. The moderated work should be used to suggest whole school targets in English and Mathematics. Teachers are involved in the moderation process to ensure agreement on criteria for 'Year Group Stages' in the following ways:

- Working with colleagues in school;
- working with colleagues in the local cluster;
- by attending LA courses to ensure our judgments are in line with other schools;
- by using SATs materials.

Record keeping

Record keeping should be a useful and manageable way of supporting the assessment process.

Statutory requirements

- Records will be updated annually and passed on to each child's new teacher;
- National Curriculum scores attained as a result of statutory testing at the end of Years 2 and 6 will be recorded;
- parents and carers have a right to view the academic records of their children.

Record keeping process

- Teachers' assessment records to be completed regularly;
- all assessment and reading records to be passed to next teacher;
- a record of achievement to be maintained for each child and presented to them at their leavers' assembly;
- KS1 and KS2 SATs results will be held on file;
- tracking documents will be available to identify progress and cohort trends;
- children's personal records are in a pink folder which is held by the current class teacher;
- at the age of transfer, or on moving to a new school, the Common Transfer File will be completed;
- records should be sent to the receiving school within 15 days and should include:
 - All SATs information;
 - results of all other testing;
 - reading records;
 - current exercise books/files for core subjects;
 - any SEN information;
 - previous school reports;
 - foundation stage assessments
 - record of achievement (to be given to child).

Work sampling

Curriculum co-ordinators should take samples of work from children's books and files in order to monitor standards in their subject. Unit leaders will also scrutinise work regularly in order to monitor standards in their unit.

Reporting

Reporting is to inform parents/carers about the progress of their children.

Statutory requirements

- Parents will receive a written report annually;
- parents have the opportunity to comment on their child's report;
- National Curriculum scores attained as a result of statutory testing at the end of Years 2 and 6 will be reported to parents.
- Parents will be informed of their children's progress and attainment termly.

Reporting process

There are two whole school parents' evenings each year. The first is in the Autumn term and is an opportunity for teachers and parents to discuss how the child has settled into their new class and to raise any concerns. The second is in the Spring term. This is an opportunity to discuss progress and attainment as well as answer any queries parents might have.

- In Year 6, parents are given additional time in meetings to help them understand the support that is needed to prepare the children for the SATs;
- annual reports will be written to parents in July and will contain a comment slip for parents to complete;
- all reports will be given to line managers to check and the Headteacher to sign before issuing them to parents;
- reports will detail progress and comment on effort and attainment in the core subjects;
- information regarding attendance and punctuality as well as general comments will also be included in the report;
- where required, separate reports for parents can be provided. The office have a list of the parents who require these;
- copies of each report will be kept in each child's record folder and parents have the right to view all records.

The role of the Assessment co-ordinator

- 1) Develop and maintain a coherent policy for assessment.
- 2) Keep informed of issues relating to assessment at national and local levels and to advise members of staff on all matters relating to assessment.
- 3) To co-ordinate the arrangements for all aspects of internal and external assessment within the school and to ensure statutory requirements are adhered to.
- 4) Brief and prepare pupils, staff and parents in relation to assessments conducted within the school.
- 5) To develop, in consultation with staff, processes to monitor the progress of individual pupils and groups of pupils and ensure that there is consistency in assessment judgements across the school.
- 6) To analyse the results of assessments to inform teachers, set targets and influence future planning.
- 7) To co-ordinate the arrangements for reporting to parents.

8) To monitor and evaluate assessment, recording and reporting throughout the school.