



Assessment Policy

St Anne's Fulshaw CE Primary School

Assessment Policy

Rationale

Assessment is a key feature in the process of school improvement and self-evaluation, it is central to the development of pupils' learning so that effective matching to the curriculum can take place and appropriate learning objectives, as well as targets, can be set. The aim of this policy is to encourage high quality educational practice within a school framework that reflects legal requirements.

Aims and Purposes

- At St. Anne's Fulshaw, we feel that the main purpose of assessment is to improve the quality of children's learning and ensure a match to their learning needs.
- We believe that assessment enables the teacher to understand what a child knows and understands and what the child is ready to do next, in this way, assessment informs planning.
- Assessment helps to highlight those who need further support and help, as well as those who are more able.
- Children will be involved in the assessment process as deemed appropriate.
- Parents will be informed of their child's progress and the results of termly assessments will be shared with them and discussed in a way that they will understand. This will happen formally at Parents' Evenings which are held termly, or informally when the need arises.
- Assessments will not be entirely about academic ability and progress but will also involve a consideration of the whole child, including social attitudes and behaviour.

Guidelines

- Assessment (and its recording) must be integral to teaching and learning to ensure value and purpose.
- The data that is provided from assessments should be used to bring about school improvement through self evaluation, and appropriate targets should be set.
- A variety of evidence should be used for assessment purposes, e.g. oral work, written work and practical work.
- There is a whole-school agreed approach for the methodologies used and for the recording processes.
- Recording should be in a manageable format so that the information can be easily used and understood.

Method

Assessment should be thought of at three connected levels: short-term, medium-term and long-term. Assessments can then inform teaching plans at each level in a continuous cycle of planning, teaching and assessment.

Short-term Assessments

Short-term assessments are an informal part of every lesson, their main purposes are to:-

- ensure that children understand the main teaching points in a particular lesson, whether they have any misunderstandings that need to be put right and whether they are ready to "move on"
- ensure that children's learning is matched to their needs
- provide information to inform future planning.

The short-term assessments will be closely matched to the teaching objectives and may include weekly tests (spelling, mental maths) or “daily”, routine assessments such as listening to a child read and marking work.

Medium-term Assessments

The purposes of medium-term assessments are different. The focus should be to:-

- review and record the progress children are making over time, in relation to the learning objectives
- identify children’s progress against specific, individual targets, including those in SFPs and BPs so that feedback can be given to parents and new targets set
- enable work to be planned over the next term, or half-term
- provide information to feed into yearly assessments
- provide information about children’s understanding and progress in core and non-core subjects (at St. Anne’s Fulshaw, staff have agreed to assess core and non-core subjects on a termly basis as it is the policy and practice to teach these subjects as “topics” which change each term)
- provide information about children’s strengths and weaknesses.

Moderation of work will take place to ensure a consistency of approach which will greatly support termly teacher assessment across all year groups.

There are detailed assessments in place at St. Anne’s for all subjects they have been agreed by the staff and provide a comprehensive record of progress and development for each child. These records are passed on to the next teacher who will have detailed information on which to base planning and the learning objectives. In this way, children can be provided with work that is matched to their learning needs. Staff will also make supplementary notes for children whose personal targets need to be recorded.

Long-Term Assessments

At St. Anne’s Fulshaw, children are assessed to review progress and attainment against school and national targets. Their purposes are to:-

- assess pupil’s work against the learning objectives for the year
- assess pupil’s work against national standards / interim assessment frameworks
- provide information about children’s progress and attainment
- help the school set targets for the National Curriculum tests in future years.

Recording Pupils’ Progress

Attainment in the core subjects is assessed continually in the following ways:-

- skilful use of questions to ascertain understanding
- through marking children’s work
- through regular assessments (usually weekly tests such as spelling and mental mathematics)
- in the Reception Class, through on-going assessments.

Non-core subjects are assessed termly, according to the kind of topic. There are specific methods for recording progress and for determining the level at which a pupil is working. These records are passed on to the receiving teacher, who can see where each pupil is working and this assists in planning.

There is a tracking system in place that can give an instant overview of the level for each pupil, this is particularly useful when reviewing pupil progress over a period of time; it can also assist in identifying any significant different levels of attainment.

The tracking of progress enables the school to compare the performance of different groups of pupils during their time at school.

Records are kept of the books children read, especially during Key Stage 1 and the earlier years of Key Stage 2. A file is kept for examples of each pupil's work and this helps to keep a record of progress, achievement and successes.

Reporting

At St. Anne's Fulshaw, three annual parents' evenings are held, during these meetings, parents and teachers discuss all aspects of progress, attainment and achievement. Targets are discussed and parents have the opportunity to look at their child's work. The results of any assessments are shared, any issues relating to the whole child can be discussed.

Annual Written Reports

Each teacher writes a detailed report for each pupil on the progress achieved in all of the National Curriculum subjects. This report also contains comments about behaviour, attitudes and any other noteworthy information. Parents sign the report and are given the opportunity to discuss it at the summer term parent's evening when they are invited to return the report to school. Pupils also contribute with comments about their learning throughout the year. A copy of the report is taken and kept in the pupil's individual record, parents retain the original.

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