

Name of Policy	Assessment Policy
Date last reviewed	January 2016
Date to be reviewed	January 2018
Governor Committee	Standards
Key Member of staff	Headteacher
Statutory	No



Aim High....Fly High!

Assessment Policy

This policy should be read in conjunction with:

**Feedback Policy
Monitoring and Evaluation Policy**

Aims of Assessment

At Duxford Church of England Community Primary School, we equip children with values and knowledge as well as the skills and attitudes to enable them to face the future with confidence and high expectations for their lives. The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals.

Forms of Assessment.

Assessment for Learning

Assessment for Learning (AfL) is used throughout the school via the Assertive Mentoring system which our school has adapted to fit with our school curriculum; including the National Curriculum 2014. This change in assessment tool was due to the change in government policy (September 2014) informing schools that the use of levels was no longer required when assessing primary children. As a school, Duxford welcomes 'assessment without levels' and sees this as a positive change in supporting and challenging children with their learning.

Teachers continually assess pupils' performance through their observation and questioning of children on set tasks and through the work they produce

Formal Assessment

In our school, assessment will be used in the following ways:

- **formative** - the information gained "forms" or affects the next learning experience.
- **summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.
- **diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

1. Rationale

We believe that **formative** assessment creates a positive learning environment where children can see the steps necessary for their own success. It also enables teachers to set appropriate work necessary for the children's continuing progress.

We also believe that **summative** assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment. Summative assessment is important in order to meet specific statutory requirements to parents, governors, the local authority (LA) and other agencies i.e. Ofsted.



In order to achieve this we believe that:

- Records and evidence of assessment must be useful and manageable.
- To be fair to pupils, our judgments need to be consistent.
- A variety of assessment techniques, for example, observation, questioning (oral and written), photography, recording and drawing, could be used.
- Feedback needs to be both verbal and written and should, where possible, be target based.
- Assessment will focus upon national curriculum standards, a specific lesson's success criteria or Early Learning Goals (Reception - ELGs.)
- Pupils will be involved in reviewing/self assessing their own and other children's work where and when appropriate.
- Effective assessment involves pupils, parents and other adults, as well as the teacher.

2 Practical application

Practically this means that for Years 1 – 6, the teachers in the school will:

- Use the Assertive Mentoring recording and tracking system in English and Mathematics, to monitor whether pupils are working at the expected stage for their year group or are working below or above the expected stage. Foundation subjects are assessed using school defined skills progression linked to the National Curriculum. Mathematics Skills checks and the English Big Write contribute to teacher assessments.
- Planning for assessment opportunities will be identified through the medium-term and short-term planning process. End of year assessments will usually be carried out in May and June.
- Each child has their own Assertive Mentoring folder and all skills checks and tests are filed there. This folder is used for 1:1 mentoring discussions with the pupil and can be shared with parents at any time. Mentoring sessions are termly between the class teacher and the pupil.
- Parents are sent completed English and Mathematics Assertive Mentoring sheets at the end of each term. This shows what their child has learnt, what areas of the curriculum they need to consolidate, and their child's next learning steps.
- Nationalised Standard Assessment Tasks and Tests (SATS) in English and Mathematics are sat in the Summer term by Years 2 and 6.
- A Phonics test is sat in May by Y1 and by any Y2 not passing it the previous year.

For Reception Year pupils, there will be a baseline assessment in the first few weeks of the Autumn term. Ongoing assessment will be based upon the completion of the Foundation Stage Profile throughout the year. Information is collected through observations and by evidence based assessments across the range of areas covered by the profile.

Moderation meetings between teachers are held at least termly so that assessments are consistent throughout the school. Cluster moderations are also held for consistency.

Each teacher puts the data for their class onto SIMS. Copies are given to the Headteacher to be analysed and discussed at Pupil Progress meetings. At these meetings, those pupils making insufficient progress are identified for intervention and strategies are discussed on how to further support and challenge them.

Assessment is a regular agenda item at staff meetings so that all staff understand the importance and purpose of ongoing assessment and are making informed decisions to update the individual pupil Assertive Mentoring files and the school assessment tracker (SIMS), effectively.

Each term, there will be a series of phase (Key Stage) meetings dedicated to the monitoring of pupil progress across the Key Stage. Work will be scrutinised and moderated in English, Maths as well as foundation subjects. This will inform future target setting, medium and long term planning.



3. Reporting

Parents are invited to attend two consultations per year (Autumn and Spring terms) in order to discuss their child's progress. Parents are also invited to view their children's work after class assemblies which take place in Autumn and Summer terms. However, appointments are made by either teachers or parents to discuss any cause for concern at any other time.

A summary report is sent to all parents for all pupils at the end of the summer term. It details the achievements in all subjects taught and whether the pupil is working at the expected level for his/her year group. The report will also contain information on behaviour, attitude and attendance. The summary report for each child is backed up with evidence contained in each pupil's Assertive Mentoring file as well as the teacher's assessment notes. Year's 2 and 6 parents are sent end of year SATs results.

Class transfer information

Depending on the age and or ability of the child, the following documents should be passed to the new class teacher by the end of the Summer Term.

- Class assessment file.
- Pupil assessment folder for each pupil.
- The reading book level for each child.
- Phonic records currently in use.
- High frequency word records.
- Spelling records.
- Reading test results.
- Swimming groups
- Guided Reading groups and books read
- Times tables records
- End of year KS1 SATS results.
- End of year Teaching Assessments.

Review

This policy will be reviewed every two years.