

# Church Preen Primary School

## **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.

## **Principles**

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
- 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. Peer and pupil self assessment is also used to inform this process.

*Summative:* These occur at defined periods of the academic year such as pre-determined tests and end of theme assessments. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupil records.

*Diagnostic:* All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo.

### **Assessment in the Foundation Stage**

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year 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. Foundation stage staff meet with the head teacher to discuss pupil progress and identify next steps for each child.

### **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. significant outcomes
- Pupils' books
- Individual ICT based portfolios
- Reports

Pupil and cohort Tracking Grids: These track progress throughout the year in literacy and numeracy and support regular pupil progress reviews between class teachers and the head teacher.

### **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 locality
- By attending LEA sessions to ensure our judgements are in line with other schools
- By using exemplification materials

## **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. Targets for literacy and numeracy are also set. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal Learning Reviews with the teacher during the Autumn and Spring terms. Children are also given the opportunity to reflect on their learning and progress in their annual reports. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

## **Target Setting and reviewing progress**

Target setting fits into the annual cycle of school review, planning and action.

## **The Role of the School Assessment Co-ordinator (Head teacher)**

The Head teacher has overall responsibility for assessment procedures in school. The Head teacher will:

- lead school development in assessment, recording and reporting (ARR) procedures
- liaise with subject co-ordinators within the school
- liaise with other assessment co-ordinators within the locality
- attend and lead INSET where appropriate
- keeping Governors informed

## Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy will be reviewed in line with the school cycle.

## Church Preen Primary School Assessment Cycle

Date	EYFS	Key Stage 1	Key Stage 2	
September	Nursery settings – visit information	Transition data from EYFS shared with class	Assessment on Entry/info from previous	<p>Ongoing</p> <p>Children area set achievable targets which will enable them to progress in their learning.</p> <p>These targets will be determined through the outcome of both summative and formative assessments and will be reviewed and set on an on-going basis.</p> <p>The outcome of this practice is that all children know what they need to do to improve.</p>
By half term	Assessment on Entry Target setting with parents  Pupil progress review against EYFS with HT	Target setting with parents  Pupil progress review against tracking grids for Reading, Writing, Numeracy and science with HT (tracking grids)	Target setting with parents  Pupil progress review against tracking grids for Reading, Writing, Numeracy and science with HT (tracking grids)	
Dec	EYFS Dec completed. Pupil progress review with HT	Pupil progress review with HT - tracking grids	Pupil progress review with HT - tracking grids	
By Feb half term	EYFS Feb completed. Pupil progress review with HT	Pupil progress review with HT - tracking grids	Pupil progress review with HT - tracking grids	
April	EYFS April completed. Pupil progress review with HT Target review with parents	Pupil progress review with HT - tracking grids  Target review with parents	Pupil progress review with HT - tracking grids  Target review with parents	
By Summer half term	EYFS May completed. Pupil progress review with HT Upload EYFS data	Pupil progress review with HT - tracking grids	Pupil progress review with HT - tracking grids	
June	Reports out to parents	Pupil progress review with HT - tracking grids  Reports out to parents	<i>End of Year Assessments – Non Statutory Assessments (Yr 3- 5)</i>  Pupil progress review with HT - tracking grids	
July	Pupil progress review with HT  Transfer information complete	Pupil progress review with HT - tracking grids  Transfer information complete	Pupil progress review with HT - tracking grids  Transfer information complete	

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