

Assessment Policy



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PRINCIPLES

Assessment should:

1) Actively involve all learners.

We interpret this to be exemplified by:

- Stating lesson objectives, providing a reference for pupils' self-assessment and for plenary discussions;
- Habitually engaging children in discussion of their own work.

2) Be central to the learning process:

- By underpinning organization of learning groups; allocation of time and other resources etc.

3) Be based on information that is both relevant and manageable:

- Through ongoing, informal teacher assessment based on N.C. attainment targets.
- Using the school's scheduled formal assessment procedures, beginning with the Baseline Profile and ending with GCSE's.

4) Identify needs, motivate learners and celebrate achievement:

- Through regular marking/assessment of pupils' work, with feedback of celebratory comments and constructive criticism.
- Be pursued in a way that keeps track of all pupils without being so intensive as to become unmanageable. Examples: targeting specific groups of learners on a cyclical basis; targeting a particular aspect of a piece of work.

5) Help plan the next learning steps:

- By informing short-term amendment to long term and medium term planning.
- By providing an overview of a pupils' progress through the school.

6) Illuminate qualitative aspects of learning:

- To reveal the true nature of a child understanding a topic by revealing appropriateness of a child's achievements relative to their assessed capabilities, i.e. ensuring challenge in tasks set.

7) Provide information to measure past performance and set target:

Through analysis of statistical evidence –

- For the individual child;
- In assessing overall school performance.

FORMATIVE ASSESSMENT

Formative assessment is crucial

- In informing planning.
- In raising pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed in order to facilitate this.

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils are given the opportunity to see and discuss examples of good work as model for success.
- Pupils' understanding is explored through careful questioning.
- Pupils are given constructive feedback. Where possible, this is verbal. Written comments or symbols are used to indicate achievements and areas for improvement.
- Pupils are set targets that are clear and achievable. One to three targets are set for each child in Literacy and Numeracy and these are changed when appropriate. Class or individual targets may be set to improve or develop personal and social skills, where necessary.
- Pupils are encouraged to assess their own performance through:
 - Checking their own work
 - Plenary discussions
 - Peer marking

SUMMATIVE ASSESSMENT

The following formal assessments are put in place:

For KS1 and KS2 (primary):

1. Baseline Assessments

Administered early Autumn term of KS1, this provides:

- A profile of the child's capabilities and needs at the start of school – a basic aid to planning.

2. End of Key Stage 1/2 SATs and Phonics screening (Year 1)

Administered Summer term at the end of KS1 and KS2, this provides:

- Provide evidence for pupil tracking;
- Give a measure of pupils' attainment.
- Inform reports to parents.

3. Progress tests in English and Maths – Year 4 + Pupils in reading support

Administered early Autumn term, these:

- Assist in identifying areas of common weakness;
- Inform pupil tracking, targeting and planning.

For KS3 and KS4 (secondary):

4. CATS Test

Administered early Autumn term of Year 7 and Year 10, this provides:

- A profile of the child's capabilities and needs at the start of school – a basic aid to planning.

5. Key Stage 3 – Internally assessed.

Administered summer term, Year 9, these:

- Provide evidence for pupil tracking;
- Give a measure of pupils' attainment.
- Inform reports to parents.

6. Progress tests in English and Maths – Year 7 + 9 + Pupils in reading support

Administered early Autumn term, these:

- Assist in identifying areas of common weakness;
- Inform pupil tracking, targeting and planning.

In addition to these formal summative assessments the following teacher assessment are carried out.

All subjects

Throughout the academic year, the teachers of children in years 1 to 11 give their NC level and indicate whether it is a low, middle or high achievement in that level. This is assessed using the government level indicators for each individual subject and throughout the child's general performance throughout the year.

Portfolio Work

Administered throughout the year in all subjects. Each pupil produces a range of work in subjects covered. The class teacher levels these:

They –

- Provide evidence of a pupil's work, which tracks performance, year on year.
- Are useful resources for discussion with parents.
- Are mid-year indicators of performance and can inform planning for the rest of the year.

Assessment period short reports to parents.

Target levels, levels achieved and concerns are shared with the parents in written form three times year at the end of each term. They provide a formal way of communicating progress and concerns.

End of year reports to parents.

These provide an informal end of year assessment of each child in every subject and also in his or her personal and social development.

REPORTING

Reporting not only fulfills legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

Reporting to Parents

- Annual written report to parents.
- Discussion with parents arising from 'open door' policy.
- Discussion with parents on twice-yearly parents' evening.
- Relevant supportive evidence is shared with interested parties (e.g. parents, other teachers within school)

Reporting to Trustees

- Head teacher reports to trustees.