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Signed:



Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools

Assessment Policy 2020-22

Introduction

Assessment lies at the heart of the process of promoting children's learning at Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools. 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 schools to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Aims and principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- to ensure early identification of children with SEN and more able children
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- to communicate accurate information about the children that is useful to teachers, pupils, parents and other educational agencies
- comply with statutory requirements
- actively engaged the pupils in their own learning

Strategies for assessment

- observation - watching the children on task
- questioning/discussion with the children
- peer and self-assessment against clear success criteria
- photographing/videoing/audio taping work in progress
- scrutinising children's written work

- marking the children's work according to the marking policy
- teacher devised tests for areas such as spellings, tables
- statutory formal assessments: EYFS, SATs at Year 2 and Year 6, phonics in Year 1 & 2, Yr 4 multiplication test.
- non-statutory tests for Year 3, 4, 5; (eg PIXL)

Pupil Tracking and Target Setting

Targets are set using tracking data, external data (IDSR, Fischer Family Trust), and staff knowledge of individual children. School targets are set for individuals / classes with teachers and the Head teacher in September/October for the end of the next academic year. These targets are reviewed termly during pupil progress meetings to ascertain if the children are 'on track' to achieve their targets. When a child is not meeting targets these children will be provided with intervention.

When planning, specific individuals and focus groups are highlighted and special consideration is made about how to deploy support staff and provide extra teaching time.

Children should be aware of their own targets and have clear strategies in place in order to achieve them

Record Keeping

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

Termly teacher assessments for reading, writing and maths are recorded on the school tracking system (Pupil Asset).

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 cluster/trust/authority
- by attending LA sessions to ensure our judgements are in line with other schools
- by using DfE exemplification materials.

Reporting

Reports promote and provide:

- good home/school relationships
- information for parents
- an opportunity for discussion with parents
- information with outside agencies

- targets for the children

A written report for each child is sent to parents, once a year, during 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.

Children in Year 1 will take the national phonics test and results will be reported to parents. Children who do not meet the standard of the Year 1 test will be re-tested in Year 2 and their result reported.

Children in Yr 4 will take a multiplication table check and their results reported.

For children at the end of Key Stages 1 & 2, additional information including details of the testing will also be provided.

Assessment in the Foundation Stage

On entry to the schools children will be informally assessed. Assessment in EYFS is against the Ages and Stages and the Early Learning Goals from Development Matters. 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 EYFS standards based on the teacher's on-going observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in their individual assessment files, 'Learning Journeys'.