



Assessment Policy 2009 - 2010

Adopted	May 2010
Ratified	May 2010
Review Date	November 2010

1 Introduction

Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at St Peter's Primary is:

- Positive
- Manageable
- Useful and used
- Consistent

2 Aims

- To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers what will be taught next.
- To ensure that assessment and recording is an integral part of the school's performance management system.
- To provide information to inform the school's strategic planning.
- To track individual progress.

3 Guidelines

Assessment will be used in the following ways:

- **formative** - the information gained "forms" or affects the next learning experience;
- **diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress;
- **evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements

- **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.

Effective assessment in this school is characterised by:

- Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:
 - Foundation Stage (Foundation Stage e-profile) to Key Stage 1
 - Key Stage 1 to Key Stage 2
 - Key Stage 2 to Key Stage 3
- To analyse performance in terms of cohorts of pupils as well as analysis of the achievement and attainment of all pupils:
 - from ethnic minorities
 - with special educational needs;
 - boys and girls;
 - with English as an additional language;
 - travellers;
 - asylum seekers;
 - refugees;
 - pupils who are looked after by the local authority.

Assessment in this school is enhanced by:

- Pupils' involvement in self assessment.
- Parents' involvement.

Monitoring and evaluation

The Senior Teacher in her role as assessment leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, work samples, pupil records and reports and teachers' planning.

The Head Teacher evaluates the effectiveness of the Policy which will be reviewed annually

4 Assessment – who is it for?

Teachers will know:

- Where the pupils are starting from
- If all the pupils are making expected progress
- If they making sufficient progress against national expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help/extension opportunities and in which areas

The Headteacher, other teachers and subject leaders will know:

- If the pupils are making progress
- If there are any major problems
- If the pupil's progress is in line with the school's targets
- How the school compares with other similar schools
- What aspects of the curriculum and teaching need to be strengthened

The parents/carers will know:

- If my child is making good progress
- If there are any major problems
- How my child is doing compared with others of the same age nationally
- What they can do to help

The LA/Government will know:

- How the school and LA is progressing against targets.
- What the impact is of the school development/improvement plan.
- What the attainment, in terms of National Curriculum levels, average points and teacher assessment is at the end of Key Stage 1 and Key Stage 2.
- How the school compares with other similar schools.
- If the priorities of the LA's Education Development Plan is being met.

5 Recording

Recording will be manageable and relevant at short, medium and long-term levels. The degree of detail in the recording will depend upon whether:

- It is a core or foundation subjects.
- The subject is a focus for school improvement

The school has agreed to maintain:

Short-term recording

Record data about individuals or groups of pupils' progress towards teaching objectives in the teachers file/ pupils learning journeys as appropriate. The School follows the Assessing Pupils Progress (APP) initiative

The data will

- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the choice of resources.

The School will make effective use of verbal assessment. This links to the School's marking policy. (Feedback) Teachers will:

- Use questions to check understanding at the beginning of lessons
e.g. "Think of three things you can remember from our last lesson about....."
- Make explicit to pupils the purposes of the lesson
e.g. "By the end of the lesson you will be able to....."

Teachers will use different types of questioning to enable pupils to self assess.

Teachers will use a range of closed and open questions. Teachers will:

- Provide opportunities for pupils to share ideas with peers.
- Use the plenary to check understanding and reinforce learning.
- Conference with pupils so that they know what it is they need to improve.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils' work including points for improvement, 2 stars and a wish and make links with the marking policy.

Medium-term recording:

Recorded assessments follow the APP initiatives (see above) and Pupil Progress Meetings (PPM's) and are held 6X a year. These inform:

- Any discussion with parents and carers;
- Target setting for improvement with individuals or groups of pupils.
- Future teaching strategies

Special Education Needs

The Senco will arrange any necessary external assessment by the Learning Education Team (LET's).

The Head Teacher will report to the governing body on standards and school improvement.

Long-term recording:

Recorded assessments will be:

- Foundation Stage e-profile
- Statutory assessments at the end of Key Stage 1 and Key Stage 2, including the end of Key Stage 1 and 2 transfer record
- Any other assessments used by the school, e.g. Year 3, 4 and 5 optional SATs tests.

Annual reports to parents will identify the child's level and will give a clear target for future improvement.

Assessment information will be used

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review curricular targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the headteacher's report to the governing body. (This will include an analysis of comparative data).
- To maintain confidentiality Individual Assessments will only be made available to the pupils parents and professionals who need to see them.

Marking

Marking will be used to inform planning and therefore will be a continuous assessment.

The marking will adhere to the marking policy.(Feedback)

This policy should be read in conjunction with the SEN/Curriculum/Target setting policies