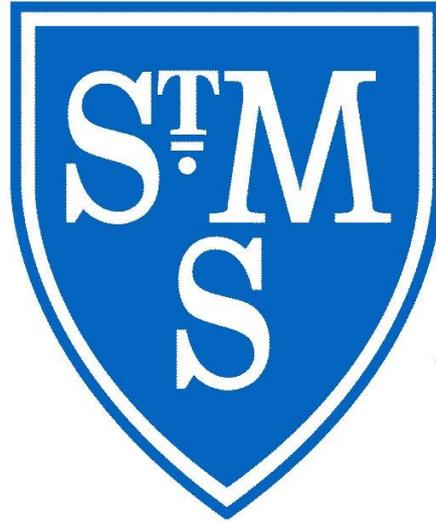


St. Mary's School
(including EYFS)



Assessment Policy
September 2016

Introduction

We believe that effective assessment provides us with the information needed to plan effective teaching and learning for the children at our school.

We use our assessment to:

- tell the children what they do well and what they need to do to make progress and improve their work.
- provide written comments to the children on the work they have done and how they can improve.
- provide detailed end of year reports in each subject for the parents. These include details of standardised age scores in: English, mathematics and science in KS2 and in KS1 age standardised scores in English and mathematics
- provide shorter reports in the Autumn and Spring terms to inform parents of teacher assessments of progress in each subject and detail on the effort and contribution the children make in class
- discuss with the parents at least twice a year, once towards the beginning of a new academic year and once halfway through the year, how their child is progressing and discuss any concerns or questions parents might have.
- in intervening times we arrange to meet with parents to discuss any concerns we have about their child's progress in any particular subject area. This includes meetings arranged by the form tutor of a year group, where areas for discussion might revolve around the development of the whole child
- inform whole school policy in terms of teaching and learning

Aims and objectives

The aims and objectives of our assessment policy are as follows:

- to enable the school to make informed judgements about the progress of each child in its care
- to enable the school to identify which children might need extra/different provision to reach their full potential
- to allow children to demonstrate what they have learnt, understood and can do in their work
- to keep parents/carers fully informed on exactly where their child is in terms of their work and what they need to do to make progress
- to provide teachers and other support staff with the information they require to plan lessons that challenge but not overstretch children across a range of different ability groups

Planning for assessment

We use the curriculum plans put in place by our subject leaders as the basis for our teaching. These curriculum plans fulfil the demands of the National Curriculum and beyond in some cases.

The medium term plans provided by the subject leaders are the basis on which we plan individual lessons and teachers are encouraged to look ahead or back in their plans to suit the needs of the more and less able pupils. Formative written and teacher assessment guides our practice and helps us to adjust lessons to meet the needs of each individual child through their educational journey with us at the school.

We use the age related learning outcomes available in Pupil Asset to assess the progress of a child in all subjects and use this as the cornerstone of our teacher assessment. In many cases what we teach exceeds the detail outlined in Pupil Asset, particularly in the area of the Foundation subjects.

Learning objectives for lessons are made clear to the children and they are encouraged to reach levels designed for their particular abilities in each lesson. As well as summative assessments we aim to note on our planning where children have failed to reach intended targets so that we can address these at a later date.

Target Setting

We set personal targets for the children where they are relevant and workable for the children that are arrived at through mutual discussion. These relate to social aspects of their lives, as well as their ability to become proficient and lifelong learners. We encourage children to develop and understand their own learning styles and how they can use these to best effect to make the most progress they can.

We encourage our parents/carers to celebrate the achievements that their children make in terms of their personal targets and work with us to support their child in achieving them.

Formal assessment

Regular form assessment is confined to English, mathematics and science. Details of these assessments are given at the end of this policy.

Recording

We record formal and teacher assessments in English, mathematics and science on Pupil Asset on reports designed to demonstrate whether or not children are making progress at a level appropriate to their ability in any particular area. These reports are reviewed at least termly after the assessment and reporting period which occurs each term.

We record teacher assessments in the other subjects at least six times a year and use the end of year teacher assessments to start the new year with.

At the end of a year we forward all the assessment information we have about the children onto their new teachers in English, mathematics and science so that they can carry on where we left off and not waste valuable time. This information is all available on Pupil Asset.

When new children join the school, we request information about prior achievement and load this as a starting point onto their records in Pupil Asset. Prior to new children joining we make an informal assessment of them on their taster day/s which may include a written assessment in key areas.

Reporting to parents

We operate an open door policy at the school and encourage parents to raise any queries or concerns they may have at the earliest opportunity with regard to their child's progress in all areas.

Each year group has a form tutor and it is their duty to inform parents of any major concerns they may have about the progress of their child at the earliest opportunity. This may be done in partnership with any other teacher who raises a particular concern in a particular subject area.

Formal parent interviews take place midway through the Autumn and Spring terms. Parents are also offered to meet the teachers after the end of year report if they have any questions they wish to raise. We aim to ensure that parents receive no unexpected information in written reports and are kept up-to-date on their child's educational journey throughout the school.

Feedback from and to pupils

We believe that it is vital to include the children in the assessment of their work so that they can learn to take responsibility for their learning and gauge how successful they are being in their learning.

We sometimes ask the children to 'traffic light' their work in lessons to tell us whether they fully grasp the learning objective, feel that have some grasp of it, or, have developed no real understanding during the lesson and require extra help. This practice tends to be carried out where it is evident to the child how much progress they might have made.

We also sometimes traffic light the children's work to show them how well we feel they have progressed. At all times children are encouraged to be honest in their appraisal of their work and feel confident that they will not be judged for the assessment they make of themselves.

We aim to indicate to the children through our marking whether they are achieved part or the entire learning objective and how they can improve. Improvement is usually linked to the specific learning objective of the lesson. We aim to mark the majority of work in this way. Sometimes we encourage the older children to mark their own work so that they can get an immediate idea of how well they have actually done and develop their own ability to assess their own progress.

We give time for children to read the marking comments that have been made to make them truly valuable and effective for the children.

We encourage children to be explicit in comments they make about their work what they do and do not understand.

Consistency

By matching the learning objectives to the learning objectives in Pupil Asset in the core subjects, we aim to ensure consistency of assessment across the school in English, mathematics and science.

Monitoring and review

Our Assessment Leader takes responsibility to ensure the uniformity of assessment across the school. Subject leaders take responsibility for ensuring the progress of all children in their subject. They monitor the progress of children at least three times a year in line with previous assessments to ensure adequate progress is being made. They flag up potential concerns to the teachers that are involved.

Our Head of Learning Support, in conjunction with the Assessment Leader and Head, also reviews the results of all children in formal tests and advises as necessary where adequate progress does not seem to be being made.

Written by: Simon Dawes

Date: September 2016

Date for review: September 2017

When and what we assess formally:

Year Group	Subject/Area	Assessment	When	Format	Result Type	Where recorded
Kindergarten	Foundation Stage	Baseline	September	D	SAS	PA
	Foundation Stage	Baseline Progress	July	D	SAS	PA
Year 1	English	Progress test in English	Summer term	Written	SAS	PA
	Reading	New group reading tests	First half of the year and midway through the year	D	SAS	PA
	Spelling	Single word spelling test	First half of the Spring term	D	SAS	PA
	Mathematics	Progress test in mathematics	Summer term	Written	SAS	PA
	Mathematics	Abacus end of half term assessment	Six times a year	Written	Mark only	Abacus (moving to Pupil Asset in Year 2016-2017)
Years 2-6	English	Progress test in English	Summer term	D	SAS	PA
	Reading	New group reading tests	First half of the year and midway through the year	D	SAS	PA
	Spelling	Single word spelling test	First half of the Spring term	D	SAS	PA
	Mathematics	Progress test in mathematics	Summer term	D	SAS	PA
	Mathematics	Abacus end of half term assessment	Six times a year	D	Mark only	Abacus (moving to Pupil Asset in Year 2016-2017)
Years' 3-6	Science	Progress test in Science	Summer term	D	SAS	PA (commencing July 2017)
Year 4	Cognitive Ability	CAT 4A	Autumn term	D	SAS	PA
Year 5	Cognitive Ability	CAT 4B	Summer term	D	SAS	PA

Adopted September 2016

Key:
SAS = Standardised Age Score
PA = Pupil Asset
D = Digital

Review July 2017