



BLETCHINGDON PAROCHIAL C of E (VA) PRIMARY SCHOOL

Assessment Policy

“Learn to Believe – Aspire to Achieve”

At Blethingdon Parochial CE (VA) Primary School we believe that everyone will reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

Love honesty courage respect unity

This document is a statement of policy, was written through a process of consultation with staff and takes into account statutory requirements.

DEFINITION

Assessment is the ongoing process by which teachers, parents, children, and, in some cases external agencies evaluate children’s educational progress.

Assessment serves three distinct purposes:

- **To assess what children already know and identify their needs (diagnostic)**
- **To improve learning for every child (formative)**
- **To report on every child’s learning in terms of progress and attainment at the end of a fixed period of time (summative)**

In part, it is concerned with the collection of evidence extracted from records and formal testing in order to produce numerical data which can then be analysed to raise School standards.

AIMS

Diagnostic assessment

- To assess what children know and don’t know
- To help teachers make informed decisions about where to focus teaching
- To pitch activities to ensure the biggest impact on learning

Formative assessment

- To help children to become efficient learners and more confident people
- Encourage children to take an appropriate level of challenge by undertaking relevant tasks and therefore make progress appropriate to their needs.
- To provide a starting point for further work, helping teachers to plan work best suited to the child's stage of development.
- To inform adults of progress made so far.

Summative assessment

- To raise performance standards.
- To inform children of their attainment, progress, and achievements
- To provide parents with information about their child's stage of development.
- To assess how well the school is functioning as a learning institution.
- To meet School, County and Government achievement targets.

PRACTICE

We acknowledge that assessment is part of the learning and teaching process and not in addition to it.

“Good assessment influences teaching and learning: the processes of teaching, learning and assessing are intimately linked. Assessment should therefore be fully integrated with the school’s curriculum.”(Collins)

Informal assessment

We use a variety of methods of informal assessment. The method used depends on the situation and needs of the child and on the current demands upon teachers’ time. Teachers respond to children’s learning on a day to day basis through:

- Observation
- Verbally in class or 1 : 1 discussion
- Written marking of children’s work (refer to marking and feedback policy)
- The child's own assessment of his/her work using criteria clearly explained by the teacher
- Peer assessment using criteria clearly explained by the teacher
- End of topic assessment, when appropriate, as the teacher considers the progress the child has made over a period of time, using children’s work as evidence
- Lesson evaluation

Formal Assessment

Formal assessment activity is run to an agreed time schedule and records are kept for stakeholder information.

- Pupil assessment records are kept in pupil’s English and Maths work books in Yrs 1 – 6 and completed as part of the marking and assessment for learning processes. Further records and supporting evidence are kept in the class teacher’s subject assessment folders. Information about children’s progress contributes to school target setting, progress monitoring and tracking. RE assessment evidence is also stored in these folders, as well as in our class ‘Big Question Books’.
- Online tracking is carried out by teaching staff four times per year plans are in place to record it on Oxfordshire Pupil Tracker (OPT).
- EYFS assessments are carried out throughout the foundation year and reports are made to parents. This runs alongside in school tracking / OPT. Pupil profiles are kept as an ongoing record of achievement. Electronic systems will be used to assist in the day to day collection of evidence when broadband speed allows.
- RE is teacher assessed using the guidance in the 2015 syllabus and is recorded on an in-house tracking system
- All other subject areas are teacher assessed
- **Pupils in Years 1 - 6** undertake standardised tests three times per year (including PiRa, PUMa). Year 1 also undertake Phonics screening.
- Statutory assessment, as required by the government, is undertaken at the end of Key Stage 1 and 2 in English and Maths.
- SEN pupils are assessed using P Levels. (See SEND policy for procedures)
- Annually during Summer term, teachers make predictions about pupil/school achievement and set targets for the following year

Summative Assessment Cycle Grid

See appendix 1

Marking

There is a standardised response to children's work throughout the school with which all teachers and TAs should be familiar (refer Marking and Feedback Policy).

Records

Assessment is of a positive nature and this will be reflected in the children's records.

National Curriculum assessment grids are used to make informed judgements about child's achievement in specific areas of maths and English. These are kept as evidence.

- Ongoing records are kept in a file by the class teacher.
- Annotated work provides an assessment record in its own right
- Portfolios of examples of assessed and annotated work or other evidence are collated by curricular co-ordinators.
- An in-house tracking system is currently used to record and analyse pupil progress, highlighting where improvement strategies need to be put in place (this will move to OPT)
- Documents to aid teachers in their assessment of children's work are kept on the shelf in the Staff Room.
- Personal profiles record progress of SEND pupils

Target Setting

The above, combined with RAISEonline and LA data reports, is used in analysis and to set school attainment targets on an annual basis, for each cohort, at the end of each academic year. Teaching staff collate data four times per year, analyse and present to Head and governors as part of the Governing Body's monitoring cycle of work.

Reporting to parents

All of the above is used by teachers to inform and report to parents. This is done through:

- Annual written reports in July
- Mini progress reports in December and March
- Parent Teacher Interviews held twice per year in autumn and spring
- SEND review meetings
- Informal Parent Teacher interviews

Professional Development

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. When appropriate, other agencies will be called upon to advise and support teachers in assessing and teaching children with specific needs. These will include the SENCo (special educational needs co - coordinator) and the Educational Psychologist.

Inclusion

Please see policies for Inclusion, SEND and Most Able.

Moderation

The school undertakes a number of moderating activities which ensure that assessment

judgements are accurate and consistent. These include:

- Termly in-school progression and moderation tasks
- Woodstock partnership network moderation meetings
- Partnership INSET day moderation
- External advisory moderation visits as requested by the school

Agreed on: Reviewed January 2017

Person Responsible: L. Hatton
Headteacher

To be reviewed: September 2019 (unless further changes to assessment in light of government review of SATs 2016)

Appendix 1.

Assessment Cycle- Summative Assessment		
In School Assessment		
Year Group	Assessment type	When it Happens
Yr 1-6	Progress in Reading Assessment	Three times per year at the end of the autumn, spring and summer terms
Yr R		YR spring and summer only
Yr 1-6	Progress in Understanding Mathematics	Three times per year at the end of the autumn, spring and summer terms
Yr R-6	Unaided Writing	Five times per year at the end of the autumn 1 and 2, spring 1 and 2 and summer term
Yr R-6	Reading teacher assessment	Five times per year at the end of the autumn 1 and 2, spring 1 and 2 and summer term
Yr R-6	Mathematics teacher assessment	Five times per year at the end of the autumn 1 and 2, spring 1 and 2 and summer term
National Assessment		
Year Group	Assessment Type	When it Happens
Yr R age 4-5	Baseline Early Excellence	Within the first few weeks of starting school
Yr N-R age 4-5	Children are assessed against seven areas of learning to see whether they have achieved a 'good level of development'	End of nursery or reception year
Yr 1 age 5-6	Phonics Screening check (pass/fail)	By the end of June
Yr 2 age 6-7	Phonics Screening re-check (for those who failed in Yr 1) (pass/fail)	By the end of June
Yr 2 age 6-7	Externally set tests marked by the classteacher in: Mental arithmetic Mathematics Reading Grammar punctuation and spelling	By the end of May
Yr 6 age 10-11	Externally set tests marked externally in: Mental arithmetic Mathematics (2 written papers) Reading Grammar, spelling and punctuation and, marked by the teacher: Writing A scaled score out of 130 will be awarded	By the end of May