

ALL SAINTS PRIMARY SCHOOL

ASSESSMENT POLICY

PHILOSOPHY AND GENERAL PRINCIPLES

At All Saints we aim to educate the whole child and enable them to reach their full potential, and we regard effective assessment as a key to this end.

Assessment is an integral part of the teaching and learning process, and supports and assists it. It is essential to the process of effective curriculum planning, teaching and learning and monitoring and evaluation.

WE BELIEVE THAT ASSESSMENT SHOULD-

- offer all pupils an opportunity to show what they know, understand and can do;
- help pupils to understand what they can do and what they need to develop; recognise that the National Curriculum does not encompass all learning; there is a wider curriculum and pupils personal and social development;
- be based on a considered view of what should be assessed in each subject and area of experience.
- advance the learning process.
- relate to shared learning objectives;
- enable teachers to plan more effectively;
- provide our school with information to evaluate children's work
- help parents to be involved in their children's progress.

We aim to foster self-esteem and self-confidence, so assessment should enable positive achievement to be demonstrated, recognised and celebrated. In this way, assessment will support and motivate the learner. Assessment should support progression within our school and also between other schools.

NATIONAL CURRICULUM The National Curriculum is part of the 1988 Education Reform Act which aims to ensure that schools teach a balanced range of subjects set clear objectives and monitor each pupils progress, For Key Stage 1 and 2 this includes the core subjects, the foundation subjects and R.E. In accordance with the Act, the progress of each child in each of the N. C. subjects is regularly assessed by the teacher. At the end of K. S. 1 and 2 Standard Assessment Tasks and Tests are carried out alongside teacher assessment.

OUR AIMS

- 1 . To use assessment to identify children's needs.
2. To acknowledge achievement in all areas of a child's development, social, emotional, spiritual moral physical and intellectual.
3. To use assessment to plan challenging and appropriate learning experiences for all children.
4. To provide feedback to Pupils on progress.

5. To involve the individual in assessment as a means of promoting self-motivation and setting realistic targets.
6. To help parents to be involved in their children's progress.

OBJECTIVES.

- 1.To ensure that tasks are planned so that they are appropriate to the child's ability.
- 2.To ensure that the performance of each child is regularly assessed.
- 3.To keep evidence of attainment in an achievement folder.
A minimum of one piece of work each for English, Maths and Science to be kept each half-term.
- 4.To carry out SATs at the end of K.S.1 and K.S.2. and report them to parents as required, and optional SATs for Years 3,4,and 5.
5. To use learning outcomes to inform planning and target setting for individuals and groups.

GUIDELINES FOR THE IMPLEMENTATION OF ASSESSMENT.

STATUTORY REQUIREMENTS.

To comply with statutory requirements

K.S.I- National Tests in English, Maths,- internally marked and audited externally by the L.E.A. Teacher assessment in English, Maths, and Science.

K.S.2-National tests in English, Maths, and Science, externally marked. Teacher assessment in English, Maths and Science.

Baseline Assessment - in accordance with statutory requirements an accredited scheme, PIP.S. is administered within the first few weeks of entry into school.

Foundation Profiling carried out during Reception Year.

Data collected, as a result, will be used to

- a. provide information to plan effectively.
- b. provide a means of assessing children's attainment which can be used in later value-added analysis of their progress.

TYPES OF ASSESSMENT

Assessment may be used for a variety of purposes during a child's education.

It may be –

Formative- so that positive achievements of a pupil may be recognised and discussed and the appropriate next steps planned;

Summative- so that the overall achievement of a pupil may be recorded in a systematic way;

Diagnostic- so that learning difficulties may be scrutinised and classified so that appropriate remedial help and guidance can be provided.

ASSESSMENT ARRANGEMENTS

On- going daily assessment. These are the judgements made about children's work and performance on a daily basis and give on-going information about a child's development and progress. They are based on cumulative observations of children in action. Various techniques may be used, including

tracking

listening

watching

talking

questioning

targetting a specific child

evaluation of written work, or other forms of completed work..

Such assessment techniques provide us with evidence on which to base future planning and enable us to analyse children's learning and progress. Such assessment may be recorded in children's books in the form of a mark or comment, or as notes in teacher's daily planning/record file/book.

WHAT WILL BE RECORDED

Children's progress towards P.O.S. /Attainment Targets or L. 0. s.

Children's skills, knowledge and developing attitudes.

Identified learning objectives / outcomes from planning documentation.

Unexpected learning outcomes.

Significant steps in each child's learning.

At the end of each school year significant information is passed on to the next teacher and will include

Results of any statutory or non-statutory tests or assessment activities

Children's achievement folders

Any relevant social or health information

Groupings

N. C. levels on Class Record sheet

Any significant information will be discussed with next teacher.

ASSESSMENT STRATEGIES

1 . Catch-all.

Focus on a small number of children and record significant learning across all areas.

Record significant learning(as and when it happens) across all areas, with all children..

2. Focus on an element of learning.

Choose an element(s) of an area of learning and assess children's attainment during the week. (3 or 4 chn. each day).

EFFECTIVE ASSESSMENT should tell us

a) what the child has learnt

- b) how the child has learnt
- c) how to plan for the child's next stage of learning
- d) the child's progress towards L.O./ Attainment Target

Our observations may be supported with a range of evidence from different sources.

Previous records

parents

tangible end products eg. written work, models etc.

photographs

recorded conversations

PLANNING

At K.S.1 and K.S.2 teachers plan a yearly cycle of topics. For each topic key assessment activities are planned (a minimum of 1 skills and 1 knowledge).

Assessment will constantly inform the level of teaching and learning organised for effective and appropriate progress at all levels of planning.

Regular assessment moves learning forward.

Planning for teaching and learning

We base our planning mainly on the N. C. programmes of Study. Medium Term Planning sheets are used on a half-termly basis and assessment opportunities and strategies may be identified at this stage to provide summative assessment based on skills or content.

Short Term Planning is carried out by teachers in greater depth and detail. This includes learning objectives and/or lesson outcomes for activities and possibly the strategies the teacher is using to find out more about some of the children's attainment in relation to the specified learning objectives.

Teachers record this information in different ways for different purposes and audiences.

END OF KEY STAGE.

S.A.T.s- teacher assessment in the core subjects are carried out at the end of each key stage , in line with statutory requirements.

PORTFOLIO

We are progressively building up a school portfolio to assist teachers in determining the levels of a body of work. This should provide an effective means of illustrating and exemplifying the sort of work associated with particular levels. It contains work from children in our school and staff agree levels at staff meetings

REPORTING ARRANGEMENTS

Teachers have a statutory requirement to report annually to parents on their child's progress. Each year we have one informal open evening and two parent consultation evenings. A written report is sent home in the Summer term. The annual report includes comment on overall progress and attainment in all N. C. subjects and R.E. It also contains a comment on general progress, behaviour and contribution to school life. and targets for literacy and mathematics, from July, 1999.

Parents of Y2 and Y6 children will receive a separate written report with levels attained in the core subjects for teacher assessment and S.A.T.s.

Parents of Y1 children will receive a verbal report, in the Autumn Term, on the results of Baseline Assessment tests, and an analysis of the child's strengths and weaknesses; including targets for future progress.

EQUAL OPPORTUNITIES

All children regardless of gender religion or race, are given the same encouragement and opportunities in all areas of the curriculum. Account is taken of children's individual strengths and weaknesses and learning styles when planning assessment opportunities.

SPECIAL EDUCATIONAL NEEDS

The progress of children with special educational need is carefully monitored so that strengths can be built on and developed, and weaknesses tackled. Diagnostic assessment tests may be used to identify children with special educational needs, following consultation with S.E.N. S. S., and I.E.P.s are completed.

CROSS PHASE LINKS

We maintain close links with the Stepping Stones pre-school group, in the village, and also with the John Taylor High School. Yr.2 and Yr.3 teachers have a half day consultation in the Summer Term to discuss results and implications of K. S. 1 S.A.T.s

THE ROLE OF THE ASSESSMENT COORDINATOR

The Assessment Coordinator will be responsible for the school assessment policy by:

1. Producing a whole school assessment policy in consultation with the rest of the staff.
2. Providing advice and support to Subject Co-ordinators on the production and use of assessment materials for their curriculum areas. Monitoring the use of such assessment materials throughout the school.

3. Advising staff on how to incorporate assessment opportunities into their planning and identifying appropriate assessment strategies which are driven by learning objectives for each curriculum area.
4. Assisting the Headteacher in the annual analysis of assessment results, particularly at the end of key stage and baseline. Working with the Headteacher in reviewing previous targets and in setting future ones.
5. Reviewing and re-drafting the whole school marking policy in consultation with the whole staff. Monitoring the implementation of marking policy throughout the school.
6. Supporting and assisting staff in the setting of targets for individual children and whole classes. Producing a target -setting proforma.
7. Monitoring the target-setting programme in school.
8. Ordering appropriate assessment materials in consultation with subject coordinators.
9. Undertaking appropriate training and keeping up to date with professional issues in assessment.
10. Contributing to staff training as required.
11. Liaising with other schools and agencies on assessment related issues.

MONITORING AND EVALUATION

Children's Achievement Folders, and assessment records are upgraded on a regular basis and assessment procedures will be discussed and evaluated by staff at staff meetings and during monitoring consultations with Assessment Coordinator.

TARGET-SETTING

Targets are set with reports in the Summer term - one for English, one for Maths and one general/personal target. Parents are asked to acknowledge these targets and comment on them if appropriate

These are the child's targets for the subsequent Autumn term and will be discussed with the child and reaffirmed during the first two weeks of the term. Targets will be reviewed and re-set half-termly, as a minimum entitlement. They may be set more frequently, depending upon progress. Staff will timetable sessions in the first two weeks of each term when new targets will be discussed with children. In the last week of each term, sessions will be timetabled to review targets with the children. Achievement and targets will be reviewed and discussed with parents at consultation evenings during the year. Targets will be kept in a ring-binder or folder, which is

accessible to children in classroom, for regular monitoring, Targets may also be displayed on classroom walls at the discretion of the classroom teacher.

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