

Roberttown C.E. (c) J & I School Assessment Policy

Roberttown C.E. (c) J & I School is a caring, Christian community where we aspire to aim high in all areas of learning. Therefore, assessment of children's progress is ongoing during the entire school day in order that teachers can plan the unique progress of each child.

'Teachers are familiar with many of the elements of Assessment for Learning: they lie at the heart of outstanding learning and teaching. They involve teachers changing what they do, day by day, to respond to their pupils. When they do this within a whole school context that establishes the priority of Assessment for Learning, supported by effective systems for tracking pupils' progress, the impact of assessment on learning is likely to be considerable'
(A vision for teaching and learning in 2020 Ref: 04255-2006DOM-EN)

We believe assessment to be an integral part of teaching and learning. The main benefits of assessment enable each teacher to find out what pupils know, understand and can do and then plan appropriate progression throughout all curriculum areas. Assessment will be carried out in accordance with the school's 'Teaching and Learning' and 'Marking' Policies.

Aims

As a school we believe the following statements show the purpose of Assessment.

1. To help the teacher to evaluate the provision of the curriculum and the way in which it is taught to promote deep level learning.
2. To identify the needs of each individual child in order to raise their achievement.
3. To plan the future learning for each pupil through review and target setting.
4. To provide feedback to the pupil and identify individual achievement through the use of success criteria.
5. To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies and to set their own success criteria.
6. To provide information for Parents, Governors and other stakeholders as well as evidence for moderation.
7. To facilitate continuity and progression between year groups and schools.

Statutory Requirements

In the QCDA document 'Assessing and Reporting arrangements for the Foundation Stage and Key Stage 1, 2011' it states that all children admitted to a primary school should be summatively assessed during the summer term at the end of their Reception Year. This assessment is informed by observations made throughout the year against the Early Learning Goals.

In addition, all children in the final year of Key Stage 1 are assessed by the National Curriculum tests or tasks in Reading, Writing and Mathematics. Their results are used to inform teacher assessments in these subjects as well as Speaking and Listening and Science. The teacher assessments are then reported to parents in line with the Assessment and Reporting Arrangements.

The QCDA document 'Assessing and Reporting arrangements for the Foundation Stage and Key Stage 1/2, 2011' states that all pupils enrolled at a maintained school or academy who are in their final year of key stage 2 in the 2010/11 school year must be registered for the tests. Pupils who are assessed as working below level 3, and are not expected to reach this level by the statutory Key Stage 2 date, must be registered but should not sit the tests. The results of the KS2 tests are reported to parents at the end of the summer term.

Optional SATs

The children in Years 3,4 and 5 undertake Optional SAT tests in early Summer 2. These are in a similar format to the statutory Year 2 and Year 6 SATs and cover English and Maths. The results of these tests are used to support Teacher Assessment judgements and the Teacher Assessments are reported to parents each year.

Planning for Assessment

Weekly planning reflects the teacher's assessment of each pupil's progress in Literacy and Mathematics and teachers keep assessed samples of work where appropriate. Assessment takes account of prior learning and is then on-going from the time the child starts school and is built on from the Foundation Stage Profile completed during Reception.

As well as continually assessing the pupil's progress, the teachers plan more formal assessments of areas of English, Mathematics and Science. This happens half-termly for all children of statutory school age.

Moderation of assessments in areas of English and Maths will take place throughout the year and leveling of the work will be done by class teachers. Occasionally, assessments may be moderated alongside other Kirklees schools to standardise levelling.

Assessment Procedures:

English

- APP for Writing and Reading (Assessing Pupil Progress) strategy which is a national approach to assessment.
- Kirklees Writing Assessment Criteria
- End of unit writing assessments are based on Literacy Framework units.
- Throughout the year there is a balance of assessed fiction and non-fiction.
- SAT's/ Optional SAT's for Years 2, 3, 4, 5 and 6 in Writing and Reading.

Maths

- APP for Mathematics (Assessing Pupil Progress) strategy
- Rising Stars and Test Base materials are available.

Science

- Science is organised into blocked units of work. Assessments are undertaken towards the end of the unit and particularly within KS2, Test Base Material is used as a basis for assessment.

These enable teachers to make judgments about pupil progress and to fine-tune their understanding of learner's needs and tailor their planning and teaching accordingly.

Assessment can take the following forms:

1. **Formative** - The information gained from Kirklees Writing Assessment Criteria and APP, "forms" or affects the next learning experience.
2. **Diagnostic** - finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
4. **Summative** - systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

At Roberttown, we use questioning as ongoing assessment in lessons.

- Children self-assess and peer assess in lessons.
- Teachers evaluate weekly planning and use the information for future plans.
- Progress is evaluated in lessons and plans changed accordingly.

Foundation Stage Assessment:

On-going observations assess children's progress and inform future learning. Throughout the Reception year children are assessed against the Foundation Stage Profile. (See Foundation Stage Policy for more information.)

Key Stage 1 Assessment:

On-going assessment against National Curriculum levels enables teachers to monitor progress. End of KS1 assessments in Year 2 are conducted according to national requirements. These assessments are moderated by the Local Authority.

Key Stage 2 Assessment:

On-going assessment against National Curriculum levels enables teachers to monitor progress. Optional tests are used in Years 3, 4 and 5 to further inform teachers. Statutory tests (SATs) take place at the end of KS2 in Year 6.

Monitoring and Moderation

Assessment is monitored by the Headteacher, Senior Leadership Team (SLT) and Curriculum Coordinators. Whole school data is monitored by the Head Teacher on a half-termly basis and the Governors are updated on assessment on attainment by the Head Teacher.

Pupils' assessed work is moderated in staff meetings by the whole staff. To standardise assessment, teachers take school moderated work to locality moderation meetings to ensure levels are consistent.

Following end of year assessments numerical targets are set for every child each year in English, Maths and Science. Staff meet with the Headteacher on a half termly basis to monitor pupil progress.

Children and Parents

Children are involved in self - assessment during lessons and are encouraged to take ownership of their learning and be part of the target setting process.

Parents are kept informed of their children's progress regularly through the Target Books, Curriculum Outlines, at Parents Evenings and through the Annual School Report. In addition we have an Open Door Policy and parents are always welcome to make an appointment to discuss their child's progress.

Policy Review

This policy will be reviewed as part of our rolling programme of policy review.

Assessment Calendar:

Autumn 1

Decide on Reading Groups based on assessment by previous teacher/optional SATs.

Decide on Writing Groups based on assessment by previous teacher/optional SATs.

Decide on Maths Groups based on assessment by previous teacher/optional SATs.

Carry out 'End of Unit' Writing Assessment, based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out Maths Assessments based on Block taught.

Carry out Science Assessment, when the unit is completed, and record in 'Watch My Progress' book.

Complete Foundation Subject Skills Based Assessment Levels.

Review IEP's.

Discuss with HT projected class targets for end of year.

Autumn 2

Undertake half-termly Target Review with HT.

Carry out 'End of Unit' Writing Assessment, based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out Maths Assessments based on Block taught.

Carry out Science Assessment, when the unit is completed, and record in 'Watch My Progress' book.

Complete Foundation Subject Skills Based Assessment Levels.

Review IEP's.

SEN Interviews.

More Able Group Challenge Plans.

Spring 1

Undertake half-termly Target Review with HT.

Carry out 'End of Unit' Writing Assessment, based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out Maths Assessments based on Block taught.

Carry out Science Assessment, when the unit is completed, and record in 'Watch My Progress' book.

Complete Foundation Subject Skills Based Assessment Levels.

Review IEP's.

Spring 2

Discuss with HT projected class targets for end of year.

Undertake half-termly Target Review with HT.

Carry out 'End of Unit' Writing Assessment, based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out Maths assessments based on Block taught.

Carry out Science Assessment, when the unit is completed, and record in 'Watch My Progress' book.

Review IEP's.

Write reports to parents using TA and test results.

SEN Interviews.

More Able Group Challenge Plans.

Summer 1

Undertake half-termly Target Review with HT.

Carry out SAT's for Yr 6.

Carry out 'End of Unit' writing Assessment, based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out SAT's for Yr2.

Carry out Maths Assessments for Yr1 based on Block taught.

Carry out Maths Assessments based on Block taught.

Carry out Science Assessment, when the unit is completed, and record in 'Watch My Progress' book.

Complete Foundation Subject Skills Based Assessment Levels.

Review IEP's.

Summer 2

Select work with children from 'Foundation Subject' for their portfolio.

Carry out 'End of Unit' Writing Assessment, for Yr 1 based on Primary Strategy Unit and record in 'Special Writing Book' or 'Watch My Progress' book.

Carry out Maths Assessments based on Block taught.

Carry out Optional SAT's for Yrs 3,4,5.

Complete Foundation Subject Skills Based Assessment Levels.

Complete NC records and give to HT.

Set individual targets in the core subjects for September.

Review IEPs with the receiving teacher.

Summative Assessment for Reception.

SEN Interviews.

More Able Group Challenge Plans.