

Cavendish Primary School



Assessment Policy

Autumn 2008

Introduction

This Policy outlines the purpose, nature and management of assessment at Cavendish Primary School. Assessment complements and assists teaching and learning, it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Cavendish.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Cavendish, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the headteacher. This responsibility may be delegated to another member of staff acting as assessment coordinator. Class teachers are responsible for assessment of the children in their care and curriculum co-ordinators are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Cavendish to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Specific learning intentions and assessment opportunities are identified in our medium term plans. The focused assessments identified in our short-term plans use these learning intentions as assessment criteria. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Appendix A: Assessment Model

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty. Our Marking Policy ensures a consistent approach to marking throughout the school. (see school Marking and Feedback policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Primary Framework for Literacy and Mathematics)

Assessment for learning is a key part of our approach to teaching and learning at Cavendish. Staff use success criteria marking (see Marking and Feedback Policy), peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments.

Assessing Pupil Progress (APP)

In 2008-09 the school introduced APP assessment in line with the guidelines in the Primary Framework. Termly assessment in reading, writing and maths are used on a sample of children across the ability range to assess progress and highlight gaps in teaching. APP informs planning, enabling teachers to adapt the curriculum to meet the needs of the class more closely.

National Curriculum assessments (SATs)

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Management Team analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 3, 4 and 5 take the optional SATs papers in English and Maths. Pupil progress across the school, from nursery to Yr 6, is tracked using Target Tracker and Termly Tracker. Staff are expected to analyse the results in consultation with the Senior Management Team and subject coordinators.

Other standardised tests

All children in years 2-6 are set NFER tests in reading. Children from Years 1 to 6 take the Daniels and Diack spelling test in October and March until they achieve a spelling age of 11yrs 3months when it is no longer relevant.

These tests enable us to monitor the progress of individual children and of class groups. They also help in the identification of children with special educational needs. They help to set targets for KS2 SATs. All data is stored on the school server for staff to access.

End of key stage assessments

Year 2 and year 6 teachers set a range of work to enable them to assess the children's attainment. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work and the information stored in their assessment folders to decide the children's NC levels. The year group teachers concerned make these judgements, with advice from the subject co-ordinators and the headteacher and deputy head. Teacher assessment at Key Stage One is moderated by the local authority. Internal moderation is used to validate teacher assessment across the school.

Consistency of judgements

The consistency of teachers' judgements about standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject co-ordinators and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Staff meetings give opportunities for teachers to compare judgements and agree standards. There is a regular programme of agreement trials. A school portfolio of writing levels is available for reference to aid consistency of staff judgements.

Target Setting

At the beginning and end of the academic year numerical targets (National Curriculum levels) in English, Maths and Science are set for children in Years 1 - 6. Short term (next steps) targets in writing, reading and maths are set in Years 1 - 6. They are reviewed regularly. These targets are shared with parents.

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year.

Written information and record sheets are passed from the nursery to the reception class and from reception to year one. The teachers meet to discuss the children's progress.

The Foundation Stage Profile is begun in the nursery, added to each term, and completed by the end of the reception year. At the start of nursery, Personal, social and emotional development and language development are assessed using the Local Authority Benchmarking Sheets and progress tracked over the year. Pupil progress is tracked using Foundation Stage Target Tracker.

Records

Records of end of unit assessments, formative assessments, SATs results, NFER results and teacher assessments (TAs) are kept in the class assessment folders. The SATs results and TAs are duplicated in the school's results / tracking data base (Target Tracker).

APP assessments are kept in a separate folder.

Maths key objectives checklists are used and recorded as the child finishes each unit. Reading records are kept for each pupil and used as a focus for development. Home / school reading records are monitored regularly.

The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the SENCO.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning.

The pupil end-of-year report is filed in the pupil's School Record and is available for reference.

Each class has an assessment folder containing:

- End of unit assessments in core and foundation subjects – passed on to the next class teacher.
- Formal test results (SATs and optional SATs along with mid-year Teacher Assessments in the core subjects and end of year Teacher Assessments in Science and ICT)– passed on to the next class teacher and also kept in the school tracking data base (Target Tracker).
- Record of attendance at parent-teacher consultations – passed on (copy to TA for central database).
- Class tracking records – not passed on

In addition next steps targets in literacy and numeracy are updated and revised half-termly on Target Tracker– completed and passed on at the end of the school year. (see appendix B: Assessment timetable)

Curriculum Links

Assessment is an integral part of curriculum delivery at Cavendish. Tracking of individual and class progress informs planning and enables systematic progression

to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

The procedures in this policy are outlined in other curriculum documents and in the core subject policies in particular.

Monitoring

From time to time, the headteacher and deputy head will monitor class assessment folders.

The Head, deputy or curriculum co-ordinator will monitor children's work samples on a termly basis. This will include monitoring of assessment.

A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs, Gifted and Talented children and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition the assessment policy at Cavendish ensures that identification of these children is systematic and effective.

Special Educational needs

When assessment indicates a child may have special educational needs the SEN co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEN policy. For all children at the "School Action" stage of the Code of Practice, or above, an individual Education Plan will be implemented.

Reporting to parents

Parents receive a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. SATs results are included in the reports of children in years 2 and 6 and teacher assessment levels in Years 1, 3 4 & 5.

Parents of children in the Nursery and Reception classes receive a report based on the Early Learning Goals.

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. A governor attends these meetings.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

Policy Review

This policy was re-written in Autumn 2008. There is a three-year cycle of policy review.

Anne-Marie Inwood

Autumn 2008

Appendix A

Assessment Model

Curriculum Coverage:

- | | |
|--|--|
| Long term planning | - Schemes of Work in RE, core and foundation subjects |
| Medium term planning/
Short term planning | - Identifies learning objectives and assessment foci
- Outlines planned work
- Identifies specific assessment opportunities
- Builds upon prior assessment
- Includes lesson evaluations |

School Writing Portfolio

Compiled through agreement trials. Ensures consistency throughout the school.

Recording of assessment

All SATs, teacher assessments (core subjects) and standardised test results are recorded on the school database and will be monitored by the head / deputy.

Individual records

- Progress in foundation subjects will be noted in end of year reports to parents.
- Individual target cards record progress towards literacy and numeracy targets and are shared with parents.

- Termly teacher assessments in core subjects to be updated on Termly Tracker (TA support available)
Targets in English, maths, science and ICT levels to be made for each child at the end of the academic year, and recorded on Target Tracker.

Class / Group records

- Class tracking records include identification of significant progress / problems.
- APP assessments (termly)
- End of unit assessments
- (Year R-1 final term's English assessment to include phonic knowledge / sight words)
- Year 2 phonic test for children at Level 2C or below
- Reading records, with comments related to assessment focus.

Assessment outcomes

- The SMT analyse SATs results and discuss with staff to inform teaching and learning.
- All assessment outcomes, including standardised test results, are used to inform future planning.
- Identify performance management pupil progress targets
- Inform provision mapping

Appendix B

Assessment Timetable

Autumn Term:

Reading records
Maths Key Objectives Checklist
Class tracking records (at least once a week)
Y3 and Y4 NFER reading test A, Y5 test C, Y6 test D (October)
APP assessment in literacy and maths (KS2)
End of unit assessments
Reception – Foundation Stage Profile (ongoing)
Reception – Draw-a-person
Nursery – Baseline assessment of PSE and CLL using LA benchmarking sheets
Y2 – 6 Daniels and Diack Spelling (October)
Identify under-achieving children
Termly levelling for English, Maths and Science (on Termly Tracker)

Spring Term:

Reading records
Maths Key Objectives Checklist
Class tracking records
APP assessment in literacy and maths (KS2)
End of unit assessments
Y1-6 Daniels and Diack Spelling (end of March)
Y2-4 NFER reading test B (April) , Y5 test X, Y6 test Y (April)
Termly levelling for English, Maths and Science (Termly tracker)
Nursery – FSP and Foundation Stage Target tracker updated

Summer Term:

Reading records
Maths Key Objectives Checklist
Class tracking records
APP assessment in literacy and maths (KS2)
End of unit assessments
Nursery – FSP and Foundation Stage Target tracker updated
Reception – Complete Foundation Stage Profile (FS Target Tracker)
Yrs R-1 phonic assessment / sight words (summary)
Yr 2 (Level 2c or below) phonic assessment (summary)
Yrs 2& 6 SATs
Yrs 3 - 5 optional SATs
Science assessment (Testbase for Y3 – 5)

Termly levelling for English, Maths and Science (Termly Tracker)
Literacy and numeracy predicted targets for following year
Value added analysis
End of year reports

Assessment Folders

Class assessment sheets are passed on to the next class teacher.

Class tracking records are not passed on.

Formal test results are passed on and are also kept on the school database.

End of year individual targets will be passed on.

Literacy and numeracy target sheets are completed at the end of the year and are passed on.

A class tracking sheet showing parent /carer attendance at parent consultation evenings should be completed and passed on from year to year.

IEPs and special needs folders are passed on.

EAL folders are passed on.

Lists of under-achieving children and gifted and talented children should be passed on.