

PARLEY FIRST SCHOOL



ASSESSMENT POLICY

This policy has been formulated by all members of staff, and in consultation with pupils, to maximise the learning opportunities for all children.

Consideration has also been given to the workload of teachers with regard to the National Agreement 2003 – Remodelling the Workforce.

This policy supports the Rights Respecting ethos of Parley First School by seeking to ensure that all organisations concerned with children should work towards what is best for each child (Article 3), children should have the right to say what they think should happen and to have their opinions taken into account (Article 12) and all children and young people have the right to primary education, which should be free (Article 28).

This policy supports Every Child Matters agenda by promoting Enjoyment and Achievement.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Principles

Accurate and informed assessment provides valuable data for the teacher in planning learning for pupils. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both an individualised and whole school basis.

It is a continuous process by which teachers find out about their pupils capabilities and achievements. It is an integral part of the National Curriculum statutory procedures. This policy outlines the purposes and management of assessment in our school. The implementation of this policy is the responsibility of all staff.

Aims

At our school we make assessments in order to:

- help all children make progress,
- monitor progress and support learning,
- recognise the achievements of pupils,
- inform planning for next steps in learning,
- identify and support special educational needs and very able, gifted and talented,
- inform parents of their children's progress,
- promote continuity and progression between year groups and schools,
- assist in the evaluation of the success of the curriculum delivery,
- inform future planning, teaching and curriculum development
- ensure a consistent approach to judging children's attainment,
- encourage teacher reflection on teaching and learning styles used,
- support the professional development of teachers,
- provide information to external auditors.
- comply with statutory requirements

Types of assessment

a) Summative assessment

These occur at defined periods of the academic year and include Statutory Assessment at the end of Foundation and Key Stage One and QCA Optional Tests. Our programme of planned formal assessments provides a summary of children's achievements at each stage of their schooling. The results of these assessments provide information:

- about individual children's progress and identify particular strengths and weaknesses,
- to enable progress of individual children, cohorts of pupils and specific groups to be tracked,
- for whole school target setting,
- for specific subject area target setting with reference to level descriptors,
- to plan and provide for all children including those with special educational needs, for the school development plan,
- for continuing professional development.

Statutory assessment at the end of Foundation and Key Stage One is completed according to current regulations provided by Department for Children and Family Services.

b) Formative Assessment/Assessment for Learning (AfL) and Assessing Pupil Progress (APP)

Formative assessment is a systematic and continuous process throughout the school. It is carried out as part of the normal day to day classroom activities. It gives pupils the opportunity to demonstrate their knowledge and understanding, to assess their own success and identify next steps for learning. It provides a focus for discussion with children, parents, year partners and on transfer to next year group, keystone or phase.

Assessment for Learning is being successfully implemented across all school years from YR to Y4 in line with post Ofsted Inspection '08 and the School Development Plan '08 – '09 in order to strengthen our assessment procedures and to fully involve children in all aspects of their learning.

APP is now in place at Parley and is being used as a structured approach to periodically assessing writing and number so that teachers can track pupils' progress and use diagnostic information about pupils' strengths and weaknesses and further enhance AfL. It is a process of periodic review of work already done, not a new assessment event. Judgements will be formalised termly and moderated once a year.

APP supports teachers in providing a broad and creative curriculum and developing their skills and judgements for assessing pupils' progress. It allows them to relate their progress to National Curriculum levels.

A range of in class strategies is used to make assessments of learning. These include:

- questioning to check understanding and to take learning forward,
- marking and oral feedback to children -
- pupil observation and discussion
- liaison with year partners and with support staff,
- using a variety of techniques during lessons to determine understanding of learning objectives,
- Steps to Success – to include marking using Tickled Pink and Growing Green
- self and peer assessment through a traffic light system in K.S.1 and KS2

Assessment for learning and summative assessments enable teachers to amend short and medium term planning to allow children to reach potential.

Guidance on assessment within individual subject areas and SEN can be found within the relevant policy. The Teaching and Learning Manager works alongside the Head Teacher and subject leaders in the development of assessment.

Our programme of summative and formative assessments for each year group can be found in Appendix 1.

APP guidelines and good practise recommendations can be found in Appendix 2

Equal opportunities

Assessment procedures are carried out without bias in respect of gender, race or social background and with due regard to children's disability.

The progress of ethnic minority children is monitored by the Teaching and Learning Manager.

Two Individual Record Folders are kept in each year group.

One folder contains Foundation Stage Profile, KS1 Assessment Results, KS2 Optional Test Results, Transfer information from previous schools and all core subject information, data and assessment results.

The other contains medical information, IEPs and all Foundation Subject assessments.

Reporting

Parent/carer-teacher consultations, with afternoon and evening sessions, are held each term.

A written report is issued to parents at the end of the Spring Term and forms the basis for parent/carer-teacher consultation that term. Targets are shared at this meeting to be reviewed with parents in the Summer Term.

Parents/carers receive the results of Statutory assessment in literacy and maths at the end of the summer term in Year Two.

Feedback or concerns may be shared with parents at other times as appropriate.

FSP, KS1 Statutory assessments and Year Four teacher assessments are reported to the local authority during the second half of the summer term in line with LA deadlines.

Reviewed every 3 years

Reviewed: Sept 2009
Next Review: Autumn 2012

Appendix 1

Reception Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
LAS Phonic check	LAS Phonic check	LAS Phonic check
Analysis of transition from pre-school plus Tracking document completed with baseline assessment of scale points.		
Continuous assessment for FSP	Continuous assessment for FSP	Foundation Stage Profile completed
Review foundation stage profile (end of term)	Review foundation stage profile (end of term)	Foundation Stage Profile completed
Writing targets		End of FS assessments Scale Points Set end Y1 targets – writing/ LAS- reading
Numeracy targets		End of FS assessments Scale Points Set end Y1 targets – calc.
Writing record – 1 piece of unaided work	Writing record – 1 piece of unaided work	Writing record – 1 piece of unaided work
Class assessment book recording significant assessment for individual children. (Class teacher/support staff)	Class assessment book recording significant assessment for individual children. (Class teacher/support staff)	Class assessment book recording significant assessment for individual children. (Class teacher/support staff)
Checking Reception/KS1 sight vocabulary	Checking Reception/KS1/LAS sight vocabulary	Checking Reception/KS1/LAS sight vocabulary
Parent Consultations	Parent Consultations	Parent Consultations
		Annual report – comments relate to Foundation Curriculum six areas of learning
		Discussions with Year 1 teachers, re transfer

To be passed on to Year 1

- Individual record folders with:
 - Transition from pre-school
 - Tracking and target sheets
 - Maths and Literacy ability groups for each class to include APP target children
 - Annual report
 - Comment slip
 - SEN recommendations
 - Gifted and Talented / More Able recommendations
 - Medical information

- Individual reading records and phonic LAS check
- Foundation Stage Profile and Towards Dorset Foundation Stage Profile
- Sight vocabulary record
- Writing record book
- Last topic book

Year 1 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records and suggested new ability groups?
Tracking Writing - Set writing targets/ End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP + Mod. Adjust class groups/sets/APP Target children
Tracking Reading - Set reading targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Maths - Set numeracy targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
*Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing
Reading & spelling of LAS words	Reading & spelling of LAS words	Reading & spelling of LAS words
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Year 2 on IEP
Parent consultation preparation	Parent consultation preparation	Annual reports and parent consultations
Foundation Assessments within individual	Foundation Assessments within individual	Foundation Assessments within individual

subject areas	subject areas	subject areas
	Optional R.E. formative and summative assessment sheets for Judaism (Folens)	Weekly / end of unit numeracy assessment (ability groups)
Assess QCA ICT units	Assess QCA ICT units	Assess QCA ICT units
		Science group record for ATI
		Assess Numeracy key objectives
		Salford Reading Test + Spelling Test
		Discussions with Year 2 teachers, re transfer
<p><u>To be passed onto Year 2</u></p> <ul style="list-style-type: none"> ▪ 2 Individual record folders to include: <ul style="list-style-type: none"> - Core subject assessments inc. science and ICT – Tracking and Review Sheets - Maths and Literacy ability groups for each class to include APP target children - Foundation Subject assessments - LAS word and spelling checks - Numeracy key objective records - IEPs new targets for Autumn Term - Medical information ▪ Annual Reports with comment slips ▪ Individual reading records and new Guided Reading Group Recommendations ▪ Science assessment ▪ ICT assessment 		

Year 2 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records and suggested new ability groups?
Tracking Writing - Set writing targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Reading - Set reading targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Maths - Set numeracy targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
*Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing
Reading & spelling of LAS words	Reading & spelling of LAS words	Reading & spelling of LAS words
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Yr3
Parent consultation preparation	Parent consultation preparation	Parent consultations and annual reports
Salford reading test		Salford reading test
Spelling test		Spelling test

Year 3 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records and suggested new ability groups?
Tracking Writing - Set writing targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Reading - Set reading targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Maths - Set numeracy targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
*Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing
Reading & spelling of LAS words	Reading & spelling of LAS words	Reading & spelling of LAS words
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Yr3
Parent consultation preparation	Parent consultation preparation	Parent consultations and annual reports
Salford reading test		Salford reading test
Spelling test		Spelling test

Foundation Assessments within individual subject areas	Foundation Assessments within individual subject areas	Foundation Assessments within individual subject areas
Assess QCA ICT units	Assess QCA ICT units	Assess QCA ICT units
Optional RE assessment sheets for: <ul style="list-style-type: none"> ▪ Islam ▪ Christmas 	Optional RE assessment sheets for: <ul style="list-style-type: none"> ▪ It matters to me ▪ The journey of life 	
		Progress tests
		Science group record for ATI
		Assess numeracy Key Objective
		Discussions with Year 4 teachers, re transfer
<p><i>To be passed on to Year 4</i></p> <ul style="list-style-type: none"> ▪ 2 Individual record folders to include: <ul style="list-style-type: none"> - Core subject assessments inc. science and ICT – Tracking and Review Sheets - Maths and Literacy ability groups for each class to include APP target children - Foundation Subject assessments - LAS word and spelling checks - Numeracy key objective records - IEPs new targets for Autumn Term - Medical information - KS1 Results. ▪ Annual Reports with comment slips ▪ Individual reading records and new Guided Reading Group Recommendations ▪ Science assessment ▪ ICT assessment ▪ Class record of progress test results 		

Year 4 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records.
Guided Reading records	Guided Reading records	Guided Reading records and suggested new ability groups?
Tracking Writing - Set writing targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review writing targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Reading - Set reading targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review reading targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
Tracking Maths - Set numeracy targets End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP Adjust class groups/sets/APP Target children	Review numeracy targets and complete review sheet End Term Assessments using APP + Mod Adjust class groups/sets/APP Target children
*Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing	Writing record – 1 piece of unaided writing
Reading & spelling of LAS words	Reading & spelling of LAS words	Reading & spelling of LAS words
Optional RE formative / summative assessment sheets for: - Signs and symbols	Optional RE formative / summative assessment sheets for: - Jesus a special person - Easter	Optional RE formative / summative assessment sheets for: - The Victorians - Values
Weekly / end of unit numeracy assessment (ability groups)	Weekly / end of unit numeracy assessment (ability groups)	Weekly / end of unit numeracy assessment (ability groups)

Salford reading test and Spelling Test		Salford reading test and Spelling Test
		Optional Y4 Progress tests /TA results
Assess QCA ICT units	Assess QCA ICT units	Assess QCA ICT units
Liaison with FMS re previous year group.		Liaison with FMS: <ul style="list-style-type: none"> ▪ Year leader ▪ Class teachers ▪ SEN co-ordinator
<p><u>Transfer documents to FMS:</u></p> <ul style="list-style-type: none"> ▪ Data ▪ Individual record ▪ Pyramid Music ▪ PE ▪ Gifted and talented pupils ▪ IEPs 		

Appendix 2

At the start of each term, each teacher will select a target group of 5/6 children to represent the ability range for Writing, Reading and Maths excluding Gifted and Talented and SEN. At the end of each term, each teacher must ensure that the target group represents the full ability range.

Similarly at the end of the Summer Term teachers will liaise with new class teachers to determine new APP target children for the Autumn Term to represent the full ability range for each class in maths and literacy excluding G & T and SEN.

Termly Planning must include at least five opportunities for applied and purposeful writing, reading and maths across the curriculum and make a note of it. There is no need to collate or gather this work as evidence but we will need to cross reference it for assessment

In line with a more Creative Curriculum (Cross curricular) approach to teaching and learning, teacher assessment will draw on the full context of pupils' work so that evidence for each of the subjects will be collected from all areas of the curriculum.

From September 2009 APP will be used as the school standardised measure to assess Writing and Maths and from November '2009 APP will be used to assess Reading. Science and ICT are expected to be introduced in 2010 – 2011.