



*‘Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.  
We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.’*

<b>Date Adopted</b>	<b>Autumn 1 2023</b>
<b>Signed (Governors)</b>	<b>Robin Lord</b>
<b>Signed (Headteacher)</b>	<b>E A Travis</b>
<b>Date for review</b>	<b>Autumn 1 2026</b>

## **The importance of assessment**

Assessment helps us as a whole school to make accurate judgements and appropriate statements about a child's work and progress, and aids us from this point to make decisions about future planning.

## **Legal Requirements**

"Schools are required to keep records on every child, including material on academic achievements, other skills and abilities, and progress in school. They must update these records at least once a year. There are no requirements about how, or in what form records should be kept. Schools are also required to report on a child's progress to parents at least one a year and to report to receiving schools about a child's achievements in the core subjects of the National Curriculum when he or she transfers. There are no other statutory requirements concerning record keeping and the retention of evidence.

## **Values and Aims of Assessment throughout the school**

Through the continuous process of collating and recording information, we aim to build up a developing picture of an individual child's achievements in respect of National Curriculum assessment and other skills and abilities in an effective and manageable manner. The information collected forms the basis for oral and written reports to parents on the achievement and progress of their children. It also forms part of the information that is passed from teacher to teacher within the school. Throughout the school we aim to develop the children's skills in assessing their own efforts and those of their peers.

To provide accurate assessment of a child's progress and abilities throughout their school life, and to ensure these assessments are fair, assessment needs to be:

- Whole school – Nursery – Year 6
- Accurately planned for.
- Well organised and manageable.
- Ongoing.

When planning for assessment we need to take into account:

- The school's curricular aims.
- Knowledge of pupils' needs including special needs.
- Knowledge of school policies.
- Knowledge of relevant documentation such as the National Curriculum
- Knowledge of teaching time available.
- Knowledge of locality and resources.
- This it covers all areas of the curriculum so it is vital to involve all members of staff.

## **Skills and Processes**

### **Staff**

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- Knowledge of the pupils.
- Familiarity with the curriculum.
- Knowledge of time available.
- Use of particular targets.
- Knowledge of School Development issues.
- Planning from assessment made.
- Providing opportunities for children to self assess and review their own learning.
- With practice and in moderation sessions with colleagues, both school and collaborative, to make accurate judgements about a child's work.

### **Children**

- To record their own achievements.
- To set their own targets.
- To record progress made.
- To evaluate their own work and behaviour.

### **Assessing**

There are two main forms of assessment, formative ongoing teacher assessment that occurs on a daily basis some of which is more formally recorded weekly or half-termly, and summative assessment that occurs usually at the end of the term, Year or unit and can take the form of National Curriculum Tasks and Tests at the end of KS1 and KS2 or the Foundation Stage profile.

A wide variety of assessment techniques will be employed according to the ages and ability of the children and the nature of the work to be assessed. Assessment strategies used should maximised opportunities for the children to demonstrate what they know, understand and can do.

### **Planning and Record Keeping**

#### **Long Term Planning:**

A broad view showing coverage and breadth of study, usually a year cycle.

#### **Medium Term Planning:**

This is derived from schemes of work.

It shows broad learning objectives.

It shows continuity and progression.

It highlights areas for specific assessment.

It is usually completed on a half termly basis.

#### **Short Term Planning:**

Weekly plans for display for pupils. This are not required for every session.

#### **Medium Term Record Keeping**

This is using a mark book approach. It relates to broad learning objectives in medium term planning.

## **Short Term Record Keeping**

This is completed using the teacher feedback book. This enables the teacher to see which children have achieved the objective and which need further support. This then informs future lessons and planning.

## **Recording or Transfer**

At the end of each year, the class teacher for each child will complete a National Curriculum Summary record. This is a summative record drawing on all information collected by the teacher throughout the year. For each attainment target in the Core Subjects, the general working level that best describes the children's performance will be assigned. This record will form part of the information that is passed on to the receiving teacher when a child transfers to a new class or school.

At the end of the year for children transferring to a new class, the following records will be passed on:

- Individual National Curriculum Summary Records.
- Class reading records.
- Class maths scheme records
- EYFS data and learning journey information

In addition to this, time will be set aside for staff to discuss the records and pass on any other relevant information required by the receiving teacher.

## **Transition arrangements**

Our school documentation is transferred to receiving schools when pupils move from Nursery to Reception classes and at any other time a move is made during a child's primary year. Our Nursery staff also liaise with Playgroup and other Nursery Staff and meet Reception staff to discuss records and pass on further information.

At year 6 we use the LEA transfer forms for transfer to all secondary schools and made every attempt to liaise with staff.

Special meetings are arranged in the case of the transfer of SEN pupils and secondary teachers are invited to attend out Year 6 pupil's review meetings.

## **Marking**

The school does not have a marking policy as all marking is completed according to the criteria set out for long, medium and short term assessment within this document.

## **Moderation**

The school moderate reading, writing and maths within school and across the local authority to ensure consistency of results.

## **Involving children in Assessing their own Work.**

With experience, involving children in assessment should enable them to:

- Make accurate judgements about their work.
- Make appropriate statements about progress.
- Feel that self-assessment is valued and important.

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It needs to be progressive, Nursery – Year 6, ongoing, well planned for and valued by members of staff. Target setting is seen as a useful way for children to assess certain aspects of work and behaviour.

Teacher moderation will be a vital element to the child self assessment proves, otherwise children would be free to make unqualified judgements which would made no contribution to effective learning.

### **Reporting to Parents**

Reporting to parents is undertaken in various ways.

Teacher and parent conferences are held each term to report on a child's progress and to set targets in English and Maths. Parents are also able to ask advice or raise any concerns at these meetings. Parents are invited to Open Classroom 3 times a year to view their child's classroom and class work.

Written reports gives subject levels in Reading, Writing, Speaking and Listening and maths as well as commenting on general progress and achievements. It describes progress in other areas of the curriculum and reports on conduct. Parents are able to attend a teacher parent meeting, if requested, on receipt of the yearly written report if they have any concerns or areas to discuss further.

### **National Testing and Assessing**

Children in Reception will complete the Baseline assessment within the first 6 weeks of starting school.

Children in Year 1 will complete the phonics screening test.

Children in Year 2 who did not pass the Year 1 phonics screening test will complete a re-screening in Year 2.

There are now no Year 2 (end of KS1 SATs) however children will complete school based assessment material and this will be reported to parents.

Children in Year 4 will complete National Times Tables tests.

Children in Year 6 will complete National KS2 SATs. Reading, Maths and SPaG are undertaken in exam conditions. Writing is undertaken throughout the Year. The LA moderate both the writing work and the administration of the tests.

All children participate in the national tests and task unless disapplied. Information on disapplication can be found on the Government website.

### **Special Needs**

See Special Needs Policy, and national guidance on assessment and reporting arrangements.

### **Evaluation**

The class teacher, the assessment co-ordinator and the heateacher will evaluate the policy every 3 years or when significant national changes occur. Our practice will be continuously reviewed to ensure that it helps teachers to plan and deliver effective earning experience to benefit the children and meet legal requirement s for assessment, recording and reporting individual achievement.

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## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Assessment information	Name, DOB, Ethnicity, SEN status, gender	In order to plan for all pupils needs	Class teachers Headteacher	Heads office	Held on file throughout the pupils time in school

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓