

Stanford in the Vale CE Primary School Assessment Policy

Assessment is a process of gathering information. It enables us to ascertain children's understanding and plan for their future needs. During this process of data collection some measure of standard criteria must be applied. The National Curriculum sets out expectations at each level of achievement and it is against these that children's understanding is measured. The process of assessment enables us, through a well-planned programme, to facilitate positive development to the benefit and progress of all of the children in our school.

Purpose

- To ensure consistency of approach in assessment and record keeping procedures.
- To clarify the links between curriculum planning and assessment.
- To continually review our assessment arrangements in order that National Curriculum recommendations are adhered to.
- To promote partnership between learner, teacher, parent and other interested parties.

Objectives

- To plan the assessment of learning outcomes that informs future teaching
- To diagnose difficulties in learning in order to provide intervention strategies
- To give positive feedback to the learner with clear ways forward
- To encourage increasing skills of self assessment
- To keep records of attainment that will inform the reporting process
- To use validated assessment data to inform target setting
- To ensure consistency and the standardisation of levelling of work collated by teachers

Assessment Approach

We recognise that assessment falls into four main categories:

- Formative – ongoing teacher assessment so that next steps may be planned
- Diagnostic – ongoing, specific where difficulties are clarified so that support can be provided
- Summative – end of unit, term year, key stage, where the overall achievements of the pupil are recorded
- Evaluative – when the work of the pupils is judged by their achievements

Guidelines

Assessment at Stanford in the Vale CE Primary School can take a variety of forms and vary in its degree of formality.

Formative assessments may be made on a daily or weekly basis through the marking of children's work and comments made in the evaluation of teacher's planning. These comments should always reflect the objectives/WALTs that have been set for the lesson and provide information to show what skills and knowledge the children have acquired in order that their learning may progress in the future. Our marking policy gives further guidance and the Mathematics and English policies give specific guidelines.

As a staff we have agreed assessment arrangements for all subjects.

English

- Independent writing informs the traffic lighting of writing objectives on Classroom Monitor 'Rising Stars.' These pieces will take place termly.
- Reading is assessed using reading assessment sheets which are regularly updated using assessment from, taught reading lessons, individual reading and guided reading tasks. These move through the school with the child and inform the traffic lighting of reading objectives on Classroom Monitor 'Rising Stars.'
- In Key Stage 2, key word spelling, taken from the National Curriculum, should be carried out each term until a child can spell all words. Individual record sheets have been produced to move through the school with them. Children are also assessed against the National Curriculum objectives by completing weekly spelling tests based on spelling patterns and rules.
- Phonic assessment is continual which informs the phonics groupings. Individual record sheets are linked to the phonics phases and include key word spellings.
- Speaking and listening is assessed using the speaking and listening objectives on Classroom Monitor 'Rising Stars.'
- 'Rising Stars' assessments in reading comprehension and grammar are used in Years 1, 3, 4 and 5 at the end of each term. Statutory SATs in Years 2 and 6. An assessment of Foundation children at the beginning of the Foundation Stage is undertaken, to give us a baseline and Foundation Stage profile results at the end of Foundation. Plus a Statutory Phonics screening in Year One, which is also carried out with any Year 2 children who did not pass in Year 1.

Mathematics

- End of unit using and applying work and termly Arithmetic & Reasoning and Problem Solving assessments inform the traffic lighting of maths objectives on Classroom Monitor 'Rising Stars.'
- Weekly mental maths tests and CLIC tests are used in each class.
- Mathswizz is undertaken weekly or more regularly, which indicates the maths age they are working at and how they are progressing in the various aspects of the maths curriculum.
- Arithmetic & Reasoning and Problem Solving assessments in maths are used in Years 1, 2, 3, 4 and 5. Statutory SATs in Years 2 and 6. An assessment of Foundation children at the beginning of the Foundation Stage is undertaken, to give us a baseline and Foundation Stage profile results at the end of Foundation.

Science

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.
- Investigative science is undertaken on a regular basis to aid assessment of children's scientific understanding and reasoning on Classroom Monitor 'Rising Stars.'

Computing

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Religious Education

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Music

- Teachers are encouraged to record/photograph class performances or singing as evidence.
- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Personal, Social and Health Education

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Art

- Sketchbooks, work and observations will be used as evidence to make assessments using Classroom Monitor 'Rising Stars.'

Early Years

- On entry assessments of the pupils are made within the first few weeks against the different areas learning, with reference to Development Matters.
- Throughout the year children are observed across the different areas of learning and characteristics of learning through the Interactive Learning Diary and work in books.
- Final assessments are made with regards to the Early Learning Goals, at the end of the year and reported using classroom monitor.

History & Geography

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Design and Technology

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Physical Education

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.
- Teachers are encouraged to take photographic evidence.

Languages

- Assessments are made using Classroom Monitor 'Rising Stars' based on teacher assessment of work completed in class.

Reporting to parents

Through informal day to day discussions.

Discussion with parents in the autumn term is mainly concerned with how the child has settled into their new class, early achievements and targets set for the year. Parents will be shown work/books in order to reflect on the current position and to agree future targets.

Mid December a mini report is produced from the traffic lighting inputted into Classroom Monitor and shared with parents. This is based on English and Maths.

In the spring term a more detailed discussion of academic progress takes place where results are discussed. Parents will be shown work/books in order to reflect on the current position and to agree future targets.

End of March a mini report is produced from the traffic lighting inputted into Classroom Monitor and shared with parents. This is based on English and Maths.

Parents receive a personal report on their child during the second half of the summer term. An additional consultation may be requested in the light of the annual school report.

Annual School Report

Stanford in the Vale CE Primary School produces a report for each child detailing the attainment by that child in each of the core subject areas – English, Maths and Science, plus whether they are working at, below or above in the other subject areas. The child's attitude to learning is reported on, as well as their personal, social and emotional development. Areas to be worked on in the future are also reported.

We operate sharing assemblies generally once a term where parents are invited to come into school to see what their child has been working on.

Staff Roles and Responsibilities

The assessment co-ordinator (in our case head teacher) develops the assessment strategies for the school.

Subject co-ordinators have an active role in the development of assessment procedures for their subject. Throughout the year co-ordinators collect and look at samples of work from each teacher. Speak to children about the learning in their subject area and observe lessons throughout the school. Track the work of certain children throughout their primary school experience. They also monitor standards within their subject(s) area through Classroom Monitor 'Rising Stars.'

Staff are consulted at all stages of development of any changes to procedure.

Each member of staff is responsible for the assessment of all children in their class.

The Head teacher, in conjunction with the class teacher and governors sets realistic but challenging targets for the children in reading, writing, maths and science. These are based on children's starting points from the beginning of that Key Stage.

Monitoring and Evaluation

The head teacher meets regularly with other Senior Leaders to discuss the progress of assessment across the school and the progress of each child. The Headteacher / assessment co-ordinator reports to the Curriculum & Communication Sub Committee regarding assessment issues. A formal report is made at the beginning of each academic year, detailing the previous year's SATs results and attainment / progress results in each year group. A specific Governor meets termly with the assessment co-ordinator to look at class data and discuss any issues arising from it.

Moderation

Throughout the year the Senior Leadership Team regularly discusses attainment and progress. Co-ordinators are often used as consultants and give advice on the levelling of children's work.

As a staff we have staff meetings where the standardisation of work is agreed.

Governors monitor achievement and progress.

Reviewed: February 2017

Next Review: February 2019