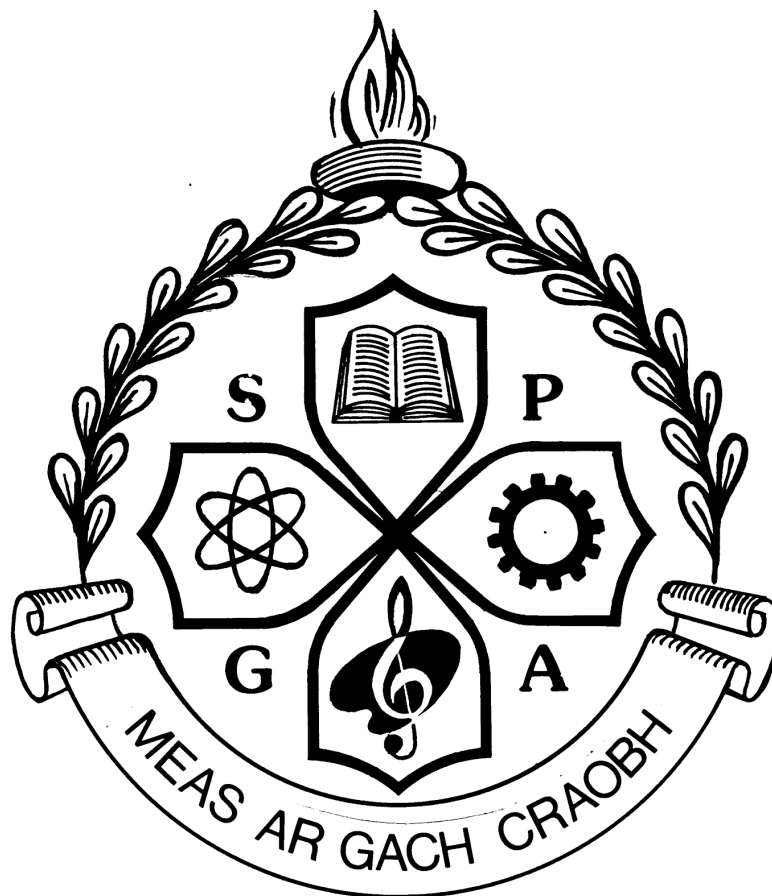


ASSESSMENT POLICY(Draft)



Assessment Policy- Draft

The aims of this policy are to state the rationale behind planning and assessment and to describe how they take place within the school. It has been developed through staff discussion to provide a common thread, which will enhance pupils' learning experiences and result in an integrated approach throughout the school.

Principles on which our Policy is based

The purposes of assessment are:

- To discover what children are learning
- To identify individual needs
- To inform planning and further work
- To assist continuity of work within the school
- As a means of accountability to BOM, parents, DES and other agencies

We believe that

- Assessment of pupils' work provides information that can be used to raise standards
- Planning should include regular provision for assessment
- The outcome of assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers' practice

In this way a cycle of assessing and planning evolves naturally. We believe that

- Assessment should be devised by teachers to meet the learning needs of their children
- Techniques for assessment should be easily managed as part of the everyday classroom organisation
- Recording of assessment should be manageable
- Strategies and techniques for assessment can be varied to meet individual learning needs
- It is appropriate for pupils themselves to be involved in target-setting and in

discussing the results of assessment

- Parents should be kept informed about their children's progress

Assessment takes many forms. The broad types are:

- Summative: in order to sum up what has been achieved. The
- Formative: concerning how knowledge is integrated and the factors which prevent achievement
- Diagnostic: to identify areas where learning is failing to take place.

Ways of assessing include

- Teacher-devised class tests
- Self-assessment
- Continuous assessment with a precise format
- Tasks related to particular ideas
- Observation of day-to-day work
- Oral assessment
- Written assessment
- Interviews
- Collaboratively, where colleagues assess each others pupils
- Standardised tests
- Formal tests

What we do

Strategies for assessment must reflect children's varied learning needs, especially their communicative skills. A variety of assessment techniques is required in the classroom.

1. Statutory tests upon entry to Year R (baseline) and at the end of Key Stages 1 and 2.
2. Optional standardised tests in English and Mathematics towards the end of Years 3, 4 and 5.
3. Formal records of phonic skills.
4. Self-assessment "jigsaws" for English in Speaking and Listening, Reading and Writing.
5. Assessment sheets to test knowledge in Science.
6. Ongoing classroom marking, observations and discussions including records for individual reading.

Record-Keeping

We record pupils' achievement in student files kept in the school office filing

cabinet in Year groups. These include information about extra-curricular and outside school activities as well as copies of annual reports to parents. Details of individual reading and of topic areas covered are also included. The files also include state and any other formal assessments, e.g. optional test scripts. In addition, teachers may collect examples of children's work as temporary evidence of their achievement and standard.

Aims of Assessment

The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their weaknesses. It is used to monitor progress and therefore informs future planning for groups of children or individuals.

Forms of Assessment

Teachers continually assess pupils performance through their observation of students on tasks set, and through the work produced. Formal assessments are also made during the year, these may be:

- a). Diagnostic — this identifies specific learning difficulties and strengths.
- b). Formative — this is linked to the diagnostic function but relates performance to National Curriculum levels through the school schemes of work. Assessments take place at the end of a unit of work.
- c). Summative — this measures performance at the end of the year through Standard Assessment Tests from Years 1—6.

Records

Records of attainment are useful to map student's progress, for teachers, parents, other schools, learning support services and the BOM.

Records will include:

Baseline Assessment Results (held on computer/file)

Reading Records

Phonics/Spelling Records

Special Needs Reviews.

State or other Examination Results .

Pupil Files

We have agreed to keep formal assessments for all subjects on a biannual basis

All records will be dated, and annotated if appropriate.

Monitoring

Student's progress will be monitored continually through informal and formal assessments by the class teacher and this will inform both medium and short term planning.

Each term, there will be a subject staff meeting to monitor progress throughout the stage of school. Work will be scrutinised and moderated in all subject areas, and progress discussed. This will inform future medium and long term planning.

Reporting

Parents are invited to attend one parent teacher meeting a year in order to talk about their child's progress.

Parents receive a written report in October, Easter, June, and at Christmas. All parents are entitled to see results of other assessments made if they wish to do so. Results of assessments are used to inform teachers, the BOM, the DES and other relevant bodies about the progress the students are making.

Learning and Teaching

- Students should be taught how to learn and how to reflect and improve on their learning
- Learning objectives must be shared and reviewed
- Clear structured lessons promote learning
- Teachers must create and maintain a purposeful learning environment
- Achievement must be recognised and rewarded
- Underachievement must be challenged, not processed

Assessment

- Assessment must be formative and used to inform learning
- Assessment should be used to monitor the progress of learners
- Assessment for Learning strategies must be used to encourage all students to 'learn to learn' and become independent learners
- The 'Marking for Literacy' policy should be followed
- Homework must be planned, differentiated, clear and meaningful