



WHOLE SCHOOL ASSESSMENT POLICY

Date of most recent review:	January 2022
Date of next review:	January 2026
Member of staff responsible:	Taryn Hancock

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

Assessment, Recording and Reporting

Purpose

The purpose of assessment is to assist the learning of pupils. We believe that assessment should reflect past performance and inform future learning.

Assessment for the pupil is to:

- (a) monitor progress and influence the next stages of learning
- (b) show strengths and achievements and provide motivation through success
- (c) determine levels of developmental skills and concepts
- (d) assess the acquisition of knowledge
- (e) be an integral part of the teaching and continuous learning process which is related to individual needs.

Assessment for the teacher is to:

- (a) evaluate the effectiveness of the teaching programme
- (b) assist in the evaluation of materials and methods
- (c) assist in maintaining the appropriateness and effectiveness of the curriculum
- (d) know pupils as individuals
- (e) raise expectations
- (f) detect and diagnose learning difficulties and devise My Plans where necessary.

Statutory Formal Assessment

- 1) Reception children are assessed on entry using the Reception Baseline Assessment
- 2) Reception children are assessed throughout the year against the Early Learning Goals (ELGs)
- 3) Year 1 children are assessed with the Phonics Screening check
- 4) Year 4 complete the Multiplication Check online and results are accessed online
- 5) Year 2 pupils complete the statutory Key Stage 1 SATs which are marked by the teacher and moderated by the Local Authority (LA)
- 6) Year 6 pupils complete Key Stage 2 SATs which are marked by an external examiner. Year 6 writing is marked by the class teacher and moderated by the LA.

Non-statutory and School-based Assessment

- 1) English reading is assessed through phonics tracking and Reading Benchmarking. English writing is assessed when a writing task is completed independently. Each task has a specific genre focus. Three pieces of independent work are formally assessed by the class teacher. Year 1 upwards complete weekly spelling tests.
- 2) Maths is assessed at the end of each unit of work. Year 4 completes a weekly TTRS multiplication check.
- 3) Foundation subject (e.g. history, geography) assessment is on-going in each lesson, where misconceptions are corrected and knowledge is revisited. An end of unit piece of work serves as the assessment of the pupils' knowledge and skills and is dependent on the subject (see individual subject policies).
- 4) SEN pupils are assessed against age related expectations (ARE) as well as the progress made against the targets set in the My Plans. The SENco will also arrange any necessary external assessment with an Educational Psychologist or Advisory Teacher.
- 5) External tests: The school uses NFER reading, SPAG and maths tests in term 2, 4 and 6 to further inform their teacher assessment.

Ongoing Informal assessment

Teachers constantly respond to feedback in the classroom from what a child says, does or writes, and from comments from Teaching Assistant/other adults.

Recording

The school uses an online pupil tracking system called Insight to record attainment and progress.

1. Early Years Foundation Stage Profile (Reception) assessments are recorded on Insight. Evidence against the ELGs are uploaded to Tapestry
2. Key Stage 1 and 2 SATs results – recorded on Insight
3. Teacher assessments (informed by non-statutory assessments listed above) are done 3x per year – and are recorded on Insight

Reporting

Parents: Annual written reports including end of year assessments are sent to parents in July and a copy kept in school. There are two parents' evenings a year which are informed by termly assessments. There is informal and formal dialogue between parents and teachers at the instigation of either party.

Within school: There is communication between all relevant members of staff regarding individual pupil's abilities and progress. Because we teach mixed ages, only a small number of pupils change classes each year. To make sure that the receiving teacher knows about the pupils joining the class, the children's reports are available to the new teacher and important information is passed on. We have pupil progress meetings after assessments have been completed where we share assessment results and monitor the progress of pupils and put in place suitable interventions.

Between schools: Reports are sent on to secondary school at transfer.

Governors: Reports on attainment and progress of each year group and important groups (including SEN and Pupil Premium pupils) is made to the Curriculum committee 3 times a year and data governor has access to Insight.

Day to Day Marking

Refer to Marking Policy