Thornaby Church of England Primary School

Assessment Policy

Rationale: - "Overall the purpose of assessment is to improve standards, not merely to measure them" (OFSTED 1998).

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils"

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes.

Why do we assess?
- To define each child's ability: what the child knows, understands and can apply.
- To reveal children's strengths and weaknesses.
- To ensure early identification of children with S.E.N
  To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.
- To help the child achieve their best.
- To comply with statutory requirements.

There are three main purposes of assessment;
- Assessment **of** learning (summative assessment)
- Assessment **for** learning (formative assessment)
- Assessment for diagnosing strengths and weaknesses (diagnostic assessment)

At Thornaby Church of England School

Summative assessment

includes:

Baseline Assessment on Entry to Reception
An Early Years Foundation Stage Profile completed during the child's' Reception Year.
Phonics testing in Y1
End of Key Stage statutory attainment tests in KS1 and
KS2. Teacher assessment each half term.

In addition to these tests, we use:

Salford reading and spelling tests.
Half termly Assertive Mentoring/Maths Mastery tests in maths.
Other tests put together by the teacher during a topic or unit.
On a weekly basis teachers may test spellings, tables, number bonds.

Formative assessment

Comprises clarifying learning intentions at the planning stage so that this assessment can take place in the classroom:

Sharing learning intentions at the beginning of the lesson.
Involving children in self evaluations against the stated learning intentions.
Focusing oral and written feedback around the learning intentions of lessons and tasks.
Organising individual target setting half termly through Assertive Mentoring interviews, in order that children's achievements and targets are based on previous achievement at the same time as aiming for the next level.
Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.

Diagnostic assessment

This is also used to identify children's strengths and weaknesses in order to:

Help children progress.
Inform parents of their children's progress.
Promote continuity and progression between year groups.
Ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work.
Identify and support special needs children.
Identify and support Gifted and Talented children.

Provide information to external auditors.

Support the professional development of teachers.

Assist in evaluating the success of curriculum delivery.

Encourage teacher reflection as to the appropriateness of teaching styles employed.

Target setting

As a result of formative assessment we set targets in three different ways.

Quantitative: tracking from ½ term to ½ term, year to year.

Assertive Menotoring target setting meetings (maths and writing) with individual children.

Non-recorded targets. This acknowledges that children often set themselves targets as a result of focused marking or talking about their work as they discover things about themselves.

Foundation assessment

The 3 prime areas of learning and assessed during a child's time in nursery and reception class and completed by the end of the reception year are:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

Literacy

Mathematics

Understanding the world

Expressive arts and design

The reception teacher will meet with parents shortly after the child starts school to discuss the child in general, where they feel the child is in their learning and development and points for further development.

SEN

If teachers have a concern about a particular child then they will discuss with the SENCO what action to take in the interest of the child. SEN children are recorded on the school provision map which tracks the support given to individual children.

Gifted and Talented.

At Thornaby Church of England School we define 'gifted children' as being academically exceptional in one or more areas of the curriculum. 'Talented children' are those who are skilled in one or more areas in the creative arts and PE.

Tracking and teachers professional judgement are used to assess the children who should be kept on the 'Gifted and Talented' register.

Assessment for Learning

The policy outlines not only how we perform Assessment for Learning but also how we Assess for Learning. Embedded in our assessment policy are the 10 principles of assessment for learning as outlined by 'The Assessment Reform Group'.

Assessment for Learning should:

        Be part of effective planning of teaching and learning.

        Focus on how students learn.

    Be recognises as central to classroom practice.

    Be regarded as a key professional skill for teachers.

        Be sensitive and constructive because any assessment has a potential impact.

    Take account of the importance of learner motivation.

    Promote commitment to learning goals and share understanding of the criteria by which they are assessed.

Learners should receive constructive guidance about how to improve. Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing. Assessment for learning should recognise the full range of achievements of all learners.

Recording of Assessments

Summative:

All end of year statutory tests will be recorded on the tracker system. This enables school to monitor the children's year on year progress, look at the expectations for achievement and also identify next step targets. Half termly assessments in Reading, Writing and Maths are recorded on the school tracker. Each stage being divided into four sections-emerging, developing, secure and ready. This is in order to carefully monitor progress. Reading ages, spelling ages etc are recorded on the computer/paper based tracking system which follows a year group throughout their time in school.

Each child has an individual level sheet which is filled in at the end of the year recording literacy, numeracy and science levels as well as SATs results and reading and spelling ages.

Formative:
Teachers regularly make notes on their planning to indicate how lessons have gone and whether learning intentions have been achieved. They use these notes to ensure the follow on lesson builds on the knowledge and skills of the children from lesson to lesson. Teachers mark the children's work regularly and primarily to the learning intention. Half termly Assertive Mentoring interviews ensure children have three individual targets in Literacy and Numeracy. Children's targets reflect the level they are currently working at and the way in which they need to move forward.

Strategies for assessment
Observation - watching the children on task.
Questioning/discussion with the children.
Photographing/videoing/audio taping work in progress. Examining children's written work.
Marking children's work, according to the marking policy.
Teacher devised tests for areas such as spelling, tables.
Statutory formal assessments: Baseline assessments on Entry to Reception, Foundation stage profile, Phonic screening in Y1, SATs at Year 2 and Year 6
Assertive Mentoring half termly assessments
Ongoing Assertive Mentoring record in all subjects

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