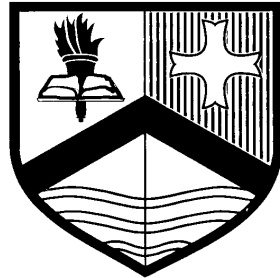


Scraptoft Valley Primary School



Raising Standards **Appendix B** **Assessment Policy**

Mission Statement

Working together to give every child an excellent education in a caring environment

Statement of Intent

At Scraptoft Valley Primary School we recognise that assessment is central to the teaching and learning process. We believe that effective assessment provides information to improve teaching and learning. Assessment enables us to establish what has been learned, what misconceptions have arisen and what action needs to be taken as a result. It is an effective part of planning for teaching and learning and should be used to raise standards and set targets to move the school forward.

Aims and objectives

At Scraptoft Valley Primary School we will use assessment to:

- Meet statutory requirements for Assessment Recording and Reporting. (see section on Statutory Requirements)
- Plan teaching and learning experiences.
- Raise standards.
- Focus on how children learn.
- Enable our children to demonstrate what they know, understand and can do in their work.
- Provide constructive feedback on how to improve.
- Provide information for parents to enable them to support their child's learning.
- Set targets to move individuals on to the next level
- Set targets for our school as a whole.
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.
- Monitor trends in performance.
- Motivate children to learn.
- Recognise all forms of educational achievement.
- Identify MAGAT children.
- Identify children with Special Educational Needs (SEN)
- Monitor the progress of individual children throughout the school.

Statutory Requirements for Assessment.

At Scraptoft Valley Primary School we are required to:

- Teach and assess the National Curriculum Programmes of Study (Education Act 1988), the Primary Framework for Literacy and Numeracy (DfES 2006)
- Assess each child against levels of attainment at the end of each Key Stage in English, Mathematics and Science using Standard Assessment Tasks and Tests (SATs) and Teacher Assessment.
- Complete the Foundation Stage Profile for each child at the end of the Foundation Stage and report the results as required.
- Keep a record for each child that includes academic achievements and demonstrates progress in each National Curriculum Subject. Records must be updated at least once a year.
- Provide written reports to parents on individual pupils progress, which must include comments on each of the National Curriculum subjects and Religious Education (RE). An attendance record must also be included.
- Report the results of SATS and Teacher Assessment for pupils in Years 2 and 6 to parents, including information of whole school results for English Mathematics and Science.
- Pass on information about pupils upon transfer either during or at the end of a Key Stage using the Common Transfer Form from the DFES.
- Include details of the schools results of SATS in the School Prospectus and Governors Annual Report to parents.
- Set targets for achievement in Key Stage One and Two in consultation with the governors and School Improvement Partner.

Types of Assessment

The following forms of assessment will be used at Scraptoft Valley Primary School.

Formative Assessment

This ongoing assessment takes place on a daily basis. It allows teachers and pupils to gain information about whether the planned learning has taken place and what steps need to be taken as a result. Teachers may also observe mistakes and misconceptions that need to be corrected. Formative Assessment should be linked to the module and weekly plans and to the learning objectives for the lesson. This will form the basis of teacher assessment judgements.

Examples of Formative Assessment are:

- Classroom observation
- Examination of pupils work when marking
- Discussion with groups and individuals
- Planned assessment activities.

Summative Assessment

This shows pupils achievements up to the time of the assessment

Examples for Summative Assessment are:

- NFER reading tests
- SATS
- Optional SATS
- Specific tests used by outside agencies e.g. Special Needs Teaching Service (SNTS)

Evaluative Assessment

This is where we evaluate the teaching that has taken place and how effective the teaching has been. This also includes analysis of test results identifying area for development which may be included in the School Improvement Plan (SIP).

Examples of evaluative assessment are

- Weekly evaluations
- Analysis of SATS results
- Monitoring and evaluation of subjects.

Evidence

Evidence of assessments may be kept in a variety of forms such as:

- Written
- Pictorial
- Photographic
- Artefacts
- Taped
- Teachers informal notes
- Formal assessment sheets
- School tracking system

Planning for Assessment

We will use our school's subject and module plans to guide our teaching. In the Module plans we will set out the learning objectives and give details of what is to be taught. We will also identify opportunities for assessment within each module.

We will use the National Strategy for Literacy and Numeracy and schemes of work produced by the Qualifications and Curriculum Authority (QCA) to support our teaching. We will use the assessment guidance in these schemes to help us identify each child's level of attainment.

We will plan our lessons with clear learning objectives. We will base these upon the teacher's detailed knowledge of each child. We will strive to ensure that all the tasks set are appropriate to each child's level of ability. Our weekly planning sheets will make clear the expected outcomes for each lesson. We will make a note of those individual children who do not achieve the expected level for the lesson, and we will use this information when planning the next lesson or unit of work. We will also keep this information as a record of the progress made by the class.

We will evaluate our plans at the end of each week to enable us to inform our future planning.

Target Setting

Every school is required by law to set targets in Mathematics and English for those pupils who are in Years 2 and 6. We will set targets in Mathematics, English and Science for children in Key Stage One and Two during each academic year. In Key Stage Two targets are set using the data provided by the Fischer Family Trust, which gives the levels that the children should reach in Year 6 based on their Year 2 SATS results. We will discuss individual targets where necessary and communicate these to parents. We will review the progress of every child at the end of the academic year and set revised targets.

We will set individual targets for each child on a termly basis, which will be recorded on the children's National Curriculum Record (NCR), and be discussed with children, and with parents at Parents' Evenings. We will ensure that all the targets we set for children are Specific, Measurable, Achievable, Realistic and Timed (SMART). Group Targets are displayed on the target board in each classroom – these include a target for English, Maths and Science which are set on an ability group basis.

Reporting to Parents

We will have a range of strategies that keep parents fully informed of their child's progress in school. We will encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice a year we will offer parents the opportunity to meet their child's teacher at Parents Evening. A form will be filled out by the child and teacher before the meeting commenting on the child's general progress and after discussion the parents will be encouraged to add their own comments. The teacher will also discuss the child's individual targets and explain how parents can help their child at home.

During the summer term we will give all parents a written report of their child's progress and achievements during the year. In this report we will identify targets for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education.

For pupils in Years 2 and 6 we will provide details of the levels achieved in the national tests.

Recording Assessments

Assessments will be recorded in a variety of ways at Scraptoft Valley Primary School

1. Each child will have an individual yellow or green assessment folder which contains:
 - APP for Reading, Writing, Maths and Science
 - Non Core Subject Record including R.E.
 - Optional SAT papers
 - Key Stage One SATs papers
 - Key Stage One SATs results
 - Foundation Stage Profile
2. Class teachers will keep green assessment folders which contain:
 - Class lists including dates of birth

- School tracking sheets to show previous results
- Assessed story results sheet
- Maths Key objectives records
- Informal assessments for all subjects
- Informal assessment notes about individual children
- Non core subject records
- Parents Evening forms

Both of these will be kept in the yellow assessment box in each class so that they can be easily accessible.

3. School tracking system which keeps results of:
 - QCA optional SATs for Reading, Writing and Maths. From Year 3 to 5
 - Key Stage 1 and 2 SATs results
 - Children on the SEN Register

Annual reports to parents and Parents' Evening forms will be kept in each child's white record folder kept in the office.

Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We will have an agreed code for marking (see Marking Policy) which ensures that we all mark in the same way.

We will give children verbal feedback on their work wherever possible. We will usually do this when children are working during the lesson but sometimes this may take place at the beginning of the next lesson. We will also write comments on children's work during marking. These comments may not be aimed at children, they may include information useful to teachers and other adults who work with the child.

When written feedback is given we will try to relate this to the learning objective for the lesson. We will inform the child whether the objective for the lesson has been met and how they can improve their future work.

We will encourage children to make comments about their own work and the work of fellow pupils. Where appropriate children will mark their own work and discuss how well they have done. Teachers will look over this work to assess the progress that has been made. If appropriate children will use a traffic light to explain whether they think they have achieved the learning intention – Green to show they understand, Amber to show they understand a bit and Red to show they do not yet understand.

We will allow time at the beginning of lessons for children in Key Stage Two to look at written comments on their work.

Consistency of Assessments

We will ensure consistency of our assessments through:

- Moderation of work in core subjects on a yearly basis
- Subject coordinators monitoring and evaluating work
- Portfolios of work being collected to exemplify levels of achievement
- Year group and Key Stage moderation of work such as assessed stories and summative assessments
- Monitoring of assessment procedures and assessments by the Assessment Co-ordinator.

Record of achievement folders (R.O.A's)

Each child will be given a blue Record of Achievement folder and they will add work to it each year that they are particularly proud of or feel shows progress. In Foundation 1 this is a photograph and a picture of themselves which is added to their R.O.A. folder in Foundation 2. In Foundation 2 the child will add to this 1 piece of work for English, Maths and from another subject. From Year 1 to Year 6 each year the child will add work from English, Maths, Science and another subject. This is then presented to the child when they leave the school at the end of Year 6

Assessment Procedures at Scraftoft Valley Primary School

Foundation Stage

Children are assessed on entry to the Foundation 1 and the results are recorded onto individual Foundation Trackers and added to the class tracking grid. Progress throughout Foundation 1 continues to be recorded on these forms. It is updated on a half termly basis.

Once children become Foundation 2 they transition through to the Foundation E Profile. The profile is completed on a half termly basis.

Children in Foundation 2 complete Assessed Stories and are assessed against the Maths Key Objectives for Reception.

Targets are recorded on class tracking forms and are kept in the Teachers' Assessment Folder. These are added to the Profile at the end of F2

Equal Opportunities

We will adhere to the Scraftoft Development Group statement for all curriculum policies which states:

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities
- all children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- there are good adult role models in school.

Inclusion

Every child at Scraftoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area will be to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

Special Education Needs

Children with SEN will be identified as early as possible and their needs addressed in accordance with the school's SEN Policy and with reference to the SEN Code of Practice.

Role of the Coordinator

The Assessment Co-ordinator will:

- Maintain an overview of Assessment aims and objectives ensuring coverage of statutory requirements
- Ensure balance, continuity and progression within Assessment
- Review and monitor planning
- Monitor, evaluate and review the implementation of new initiatives to identify any INSET requirements and resource implications e.g. QCA/Scheme of Work (SoW)
- Provide help, ideas and support to address the needs of individual teachers and whole staff
- Maintain resources and give advice on their use with reference to the Health and Safety Policy

Review

This policy will be reviewed every two years or revised in the light of any new legislation.