

Burnt Tree Primary School

Assessment Policy

Principles

Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect a broad and balanced curriculum and other learning opportunities. The main purpose of assessment must be to facilitate progress in each pupil's learning.

Assessment is an integral part of the teaching and learning process. The range of opportunities for carrying out continuous assessment is increased by:

- good classroom organisation which encourages children to work independently while the teacher and support staff are concentrating on a small group;

- effective use of the co-operation of parents and other adults in the classroom;

- classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation.

The outcomes of assessment modify our teaching methods and provide feedback on the taught curriculum as well as indicating individual and whole school pupil progress.

We recognise the potential for assessment in developing a positive self image in the pupil using constructive feedback and the experience of success which encourages further learning.

Opportunities are taken to record significant points in a child's development, such as:

- a moment of 'breakthrough' in understanding;

- surprises and unusual reactions;

- interesting examples of strategies for mental calculation;

- difficulties encountered and possible reasons for them.

Teachers in the School use a common policy for marking work which is fully understood by all staff - see 'Marking and Presentation' policy.

Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.

Assessment is cumulative and the result of judgements made by all the staff who have taught each pupil.

Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress using self and peer assessment.

Summative tests are used to show what a pupil can do, i.e. they are criterion referenced.

Assessment has a common procedure:

- to ensure that teacher judgements are as valid and reliable as possible, consistent both within the School, and with N.C. standards.
- to promote a common interpretation of the N.C. grade descriptors.
- to continuously improve teachers confidence in their professional judgement and skill.
- to ensure fairness to pupils.

Assessment records:

- are based on an agreed set of principles and purposes.
- assess pupil progress against N.C. criteria.
- must be easy to interpret, useful, manageable and address workload issues.
- Assessment records provide confidence between teachers across phases and enhance progression for pupils.

Recognition is given by the Head Teacher and Governors of the time and resource implications of good assessment and due allowance is made for this in the construction of non-contact time.

Formal Assessment

English - Extended writing tasks are completed each week, every third week this work is levelled to build up an overall picture of the level the child is working at

during the term. Levels are submitted to the SLT at the end of each half term. The work of three pupils is moderated by the subject leader to ensure that the levels are accurate. The school also works with other school in the local authority on cross moderation exercises in a variety of year groups. Individual reading and writing APP records are updated half termly and place a child within a NC level. The Literacy Subject Leader monitors teacher's judgements across the key stages. Standardised tests and SATs/QCA tests are used to assist teachers in their assessment of pupils' attainment and error analysis is used to identify individual, class, group, cohort and school areas for development.

Maths - Records are kept of individual pupil progress using APP. The Numeracy Subject Leader monitors Teacher assessment to assess levels of progress across the key stages. Standardised tests and SATs/QCA tests are used to assist teachers in their assessment of pupils' attainment and error analysis is used to identify individual, class, cohort and school areas for development.

Science - Records are kept of individual pupil progress using APP. These are collected by the Subject leader each term. The work of three pupils in each class is moderated to ensure that levels are accurate.

I. T.

Records are kept using a key skills assessment sheet which covers each NC level. These are used to identify individual, class, cohort and school areas for development. Records are also kept of individual pupil progress using APP. The Subject Leader monitors teacher's judgements across the key stages.

Foundation Subjects

Records are kept using a key skills assessment sheet which covers each NC level. These relate to the 6 underlying skills of the NC i.e. Communication, Problem Solving, Application of Maths, Improving Own Learning and Performance, IT and Working With Others. These are used to identify individual, class, cohort and school areas for development. The Curriculum Leader monitors teachers' judgements across the key stages.

Informal Assessment

Homework and class work are marked using the school's Marking and Presentation Policy which is based on Assessment For Learning principles

Classwork

Informal assessment is ongoing during all lessons in response to oral work, group work, practical experiments, skill development, project work etc.

Homework

see Homework Policy.

Recording And Reporting Assessment

Self Assessment

Pupils are encouraged to use structured self and peer assessment to evaluate their own learning.

Rewards

Stickers, house points and praise are used to reward pupils for significant improvements and achievements. Star of the Week certificates are given in merit assemblies and parents are invited to attend these through the weekly newsletter.

Records

Teachers keep records of marked work, test percentages and levels achieved in the class Assessment Folder

The most recent test papers, progress books and all pupil reports to parents are stored in the classroom along with any relevant information e.g. records from previous schools.

A whole school tracker for reading, writing and maths is updated and analysed every half term by the SLT. This can be used to provide information about individual, group, cohort and school progress in a particular subject.

Reports

A written report is given to parents/guardians once a year for each pupil. This provides a detailed list of work covered, comments about progress including various skills/ abilities and a comment highlighting achievements and offering advice for improvement/ continued progress.

Information available to parents at parents interviews will include the pupil's progress against most recent targets, new targets set, N.C. records (statements of levels achieved) , comments on class work and homework and attendance records. Advice for improvement/continued progress will be given as appropriate. Records are kept of these discussions to ensure that

any concerns or questions can be followed up. Pupil targets are updated termly they are linked to the level they are working towards consisting of pupil friendly statements taken from APP guidelines. The targets are shared with parents.

Transfer of Records

Primary to Secondary : Records are passed to each pupil's new school and face to face discussions take place between the Year 6 teacher and the Year 7 tutor.

Other Leavers : all up to date records are passed onto the Office for forwarding to the new school.

Assessment checklist

Autumn
<ul style="list-style-type: none">• Ensure that targets are given out to pupils and shared with parents.• Pupil data to be submitted based on APP updates at the end of Autumn 1, these will be followed by pupil progress meetings.• Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.• At the end of term all pupils will be tested on reading, writing and maths using standardised QCA tests/SATs papers.• Pupil progress meetings will be held at the end of term.• Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.• Reading, writing and maths levels will be moderated by subject leaders.• Staff meetings will take place during which staff will work in pairs to moderate the levels of pupils not in their class.
Spring
<ul style="list-style-type: none">• Ensure that targets are given out to pupils and shared with parents.• Pupil data to be submitted based on APP updates at the end of Spring 1, these will be followed by pupil progress meetings.• Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.• At the end of term all pupils APP records will be updated, levels will be submitted to SLT.• Pupil progress meetings will be held at the end of term.• Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.• Reading, writing and maths levels will be moderated by subject leaders.<ul style="list-style-type: none">• Staff meetings will take place during which staff will work in pairs to moderate the levels of pupils not in their class.
Summer
<ul style="list-style-type: none">• Ensure that targets are given out to pupils and shared with parents.

- Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.
- At the end of Summer 1 all pupils will be tested on reading, writing and maths using standardised QCA tests/SATs papers.
- Pupil progress meetings will be held following the tests.
- Pupil data will be analysed to identify under performance of individuals or groups in reading, writing and maths and appropriate interventions will be provided.
- Reading, writing and maths levels will be moderated by subject leaders.
- Staff meetings will take place during which staff will work in pairs to moderate the levels of pupils not in their class.
- Individual reports are produced for each child and shared with parents. Reports will indicate NC levels for reading, writing, maths and science.

