

CHANDOS PRIMARY SCHOOL

ASSESSMENT POLICY

This policy should be read in conjunction with the following school policies:

- Marking and feedback
- Teaching and learning
- SEND

1A. Why Assess?

Assessment can be formative when:

- It allows teachers to recognise broad achievements – social, personal as well as academic
- It enables judgements to be made over time and in a range of contexts
- It provides information which should inform whole school planning; planning for particular classes or groups of pupils; and the planning of specific activities for individuals and groups
- It allows teachers to monitor progress and plan for developments
- It enables teachers to gather evidence of attainment in relation to the National Curriculum and it fuels their summative judgements

Assessment can be summative when:

- It helps us monitor and support our children's performance and provides us with information about how well children have learned and understood a programme of work over a period of time, providing feedback on how they can continue to improve.
- It helps us to monitor the attainment and progress of pupil cohorts and groups.

Assessment can be diagnostic when:

- It helps teachers to diagnose weaknesses and identify strengths, particularly for pupils with special educational needs and specific needs.

Assessment can be evaluative when:

- It gives teachers feedback on the effectiveness of their teaching style and the organisation and content of the curriculum;
- It yields evidence for an external monitoring process.

Assessment can be curative when:

- It allows teachers to make overall judgements based upon cumulative evidence gathered through formative assessments over an extended period of learning;
- It enables teachers to make a single judgement at the end of a period of learning.

Assessment:

- Is about measuring actual achievement not potential or ability
- Should be central to the learning process
- Should be an integral part of teaching and learning

- Should be part of normal classroom activity
- Should not merely be a bolt on addition at the end of a learning activity, but thought about during planning
- Should not be formed around decontextualised activities
- Can be diagnostic and formative providing feed-back and feed-forward, providing a basis for decisions about pupils further learning needs and enabling children to learn more successfully and teachers to teach more successfully
- Should be positive – emphasising success rather than failure
- Could be oral and practical
- Should involve pupils in self-assessment
- Should be the product of whole staff consultation
- Should be known and used by all staff, pupils and parents

B. Purposes of Assessment

There is a range of uses for which assessment can be applied. The three major ones would seem to be:

- ✚ For LEARNING
- ✚ For TEACHING
- ✚ For REPORTING

Learning

Assessment should support individual pupils in their learning. Review and evaluation should help pupils to:

- ❖ Celebrate their achievements
- ❖ Participate in their learning
- ❖ Be motivated in their learning
- ❖ Take responsibility for their own learning
- ❖ Evaluate the curriculum provided for them
- ❖ Gain clear and positive information about their progress.

From an early age pupils should be given the opportunity to contribute to their own assessments, through discussion with their teacher/s. They should also be given the opportunity to make a written contribution to their own records.

Teaching

Assessment should be a continuous and on-going process which should support teachers in their teaching. It should be related to curricular aims and objectives. Review and reflection support teachers in:

- ❖ Evaluating curricular provision for individuals and for groups
- ❖ Determining the appropriateness of particular activities, experiences and programmes of study
- ❖ Providing feedback on the success of specific materials and teaching approaches
- ❖ Planning and organising future activities
- ❖ Collaborating with colleagues within and across schools and colleges.

Reporting

Assessment should provide information to parents/guardians, to teachers and to others who have a legitimate interest in the progress and achievement of the pupils. A written report is presented at the end of the school year.

2. Assessment at Chandos Primary School

A. Philosophy

An integral and essential part of the processes of teaching and learning, assessment should promote rather than inhibit curriculum development and reform. It demands evidence of the match between the two. Assessment – and within this is included the related processes of recording and reporting – should be governed by the following:

B. Principles

It should place equal value on all pupils and should welcome and use the diversity that differences amongst them bring to the school.

It should rest on the widest view of educational achievement, which includes the application of knowledge, social and personal skills and motivation and commitment. Thus information should be recorded about the wide range of achievement of pupils both inside and outside school.

It should be positive and motivating. Assessment should emphasise achievement, and lead to meaningful and positive descriptions of what all pupils can do, rather than what they cannot.

It should place the pupils at the centre. Assessment processes and procedures should actively engage the pupils in understanding their achievements and difficulties. From the earliest years in school, pupils should be encouraged to assess their performance and set goals for themselves.

It should play a major role in the design of curricular and learning experiences. Assessment must rest on a worthwhile and appropriate curriculum and a rich and stimulating experience of learning. It should be a curriculum-led and related to curricular aims and objectives which should be clearly understood.

It should take place within a wide variety of opportunities and contexts over a period of time. The selection of activities through which pupils demonstrate achievement is particularly important given the critical effect of learning styles upon performance and achievement and given the significance of factors of class, disability, gender and race.

It should be based upon a wide range of available evidence such as a written, oral, graphical, three dimensional, musical and physical evidence. Such evidence would reflect both process and product. The greater the range of contexts offered, the wider the range of evidence provided and so the opportunities for assessing pupils' achievements would be increased.

The information devised from the processes of assessment should have the potential to shape future plans.

C. Procedures

With these principles of assessment providing a framework for our own internal practice, we must ensure that there is a uniformity of assessment throughout the school.

PPA time is allocated each week for each teacher to plan, prepare and assess.

The external assessment tests that have been imposed upon schools are separate from Teacher Assessment and whatever decisions made by central government or other outside agencies; we must be prepared within our own school to carry out assessment pertinent to our own pupils. **At this time of continuous change in education we should be confident in our own professional ability to diagnose the ability of our own pupils with greater accuracy and understanding than anyone outside.**

Phase Leaders are accountable for monitoring and analysing attainment and progress within their phases. They are the key staff who, in release time and beyond monitor, evaluate and analyse progress and report back to the Senior Leadership Team.

D. Progress measures

As a minimum, our long term aim is for the majority of pupils to reach the standards set out in the NAHT's key performance indicators (KPI) in each curriculum year. At Chandos, we **communicate** children's progress through descriptions of their learning (knowledge, skills and concepts they have achieved) throughout the school year. We **measure** children's progress in terms of the number of objectives that they achieve within the school year and the depth by which they achieve them. Our electronic school tracker (SPTO) identifies 3 milestones (emerging, developing, and secure) for each curriculum year, against which children can be gauged. This helps us to compare how they are attaining at certain points in the year, compared to the expected standard at the end of the

curriculum year. A threshold guide is used to identify whether children are at the emerging, developing or secure stage. The school tracker also uses these thresholds and electronically calculates which milestone a pupil is working within.

At Chandos, 'mastery' (a real depth of understanding and good application) of concepts or skills can be achieved at any time throughout this journey and is NOT simply a standard that a child moves onto once they are at the 'secure' milestone. For example, at the end of the autumn term a child may be at the 'emerging' milestone in terms how much of the curriculum they have learned, but, be 'mastering' in some of these areas.

E. National and Statutory Assessments

The purpose of these is to:

- Inform parents about how their children are performing in comparison to children nationally;
- Identify how a school is performing to schools locally and nationally;
- Make judgments about a school's effectiveness;
- Coordinate a system whereby schools can work collaboratively with one another, supporting each other to ensure that all children receive the best learning opportunities

They take the form of:

- Baseline assessment in Reception Year
- Phonics screening check in Y1 and re-sits in Year 2 if required
- National Curriculum Teacher Assessments at the end of KS1 (SATS)
- National Curriculum tests at the end of KS2 (SATS) in reading , maths and spelling/punctuation/grammar. A teacher assessment is given for writing.