

Assessment Policy

Reviewed by the Premises and Curriculum Committee 12 January 2017

Amended following Board of Governors meeting 9 February 2017

Ratified by the Full Governing Body 30 March 2017

Date of Next Review: January 2019

Assessment is the key element to raising standards. We want teachers to see their role as measuring their impact in the classroom. Assessment is critically important because it allows us 'to find out what the child knows and to teach him/her accordingly' (Ausubel)

The aims of the policy are:

1. To encourage social cohesion. This is important because:
 - a. Children are more likely to develop growth mind-sets because they focus on their learning rather than their ranking in the class
 - b. It helps reduce the achievement gap between the most and least able.
 - c. Children are encouraged to strive for very high standards.
 - d. It helps support more harmonious classrooms by encouraging better social relationships and good social skills.
2. To give teachers information about each child's strengths and weaknesses so future work can be planned more effectively for both able and less able children.
3. To provide the school with an effective means of measuring both attainment and progress.
4. To have an assessment system that is academically rigorous

Interim Assessments (IA's) and Mini Assessments (MA's)

(IA's)The children will be assessed in maths, reading, Spag and phonics at the start and end of the year as well as half way through. MA's will be carried out fortnightly in maths and after three units in phonics (Y1 and above). The school has created its own assessment material will reflect the content domains and rigour of the new National Curriculum. Previous years national assessments may be used for Y2 and Y6

Phonics

The school should carry out a comprehensive assessment with its new phonics programme in Reception and Y1-4. In the short term we have assessed children in Y5 and 6 who we feel would benefit from phonics work. It is hoped that we will not need to do this from September 2016

Reception children will start on Fast Phonics, Y1 with Part 1, Y2 with Part 2 and Y3-4 with Part 3. The initial assessments are to determine starting points in the older classes so that a baseline is established so progress and attainment can be measured. The same assessment is used each time for consistency. Children are graded on a raw score for segmenting blending and phoneme recognition and against the expectations for their year group

Children will be reassessed at the end of each term. This will allow the school to judge progress and attainment.

The children will be assessed at least half termly. Y1 will carry out a phonics screening assessment at the beginning of Y1 so progress against the test can be measured

Maths

Reception- no formal assessment is used other than that contained in the EY Profile

Y1- IA's will commence at the start of the autumn term rods. Mini assessments continue through the year following the Maths No Problem Scheme

Y2- IA's will commence at the start of the Autumn Term and will continue in the same way as Y1 for the first term only. Sats style IA's are introduced from the Spring Term in preparation for the maths paper later in the year. Testing continues in the same way outlined above. Mini assessments continue through the year at least two every half term.

Y3-Y6. IA's termly and mini assessments, fortnightly, continue through the year.

A comprehensive end of year assessment will be carried out in maths (Y1 and Y3-5) of 50 marks. This will cover the programmes of study taught in the previous three assessments and will give a Baseline to measure progress and attainment from year to year.

Sarah will produce IA's for Y2 (from Sept 2015) Y3-Y6 and Y1 (from Summer Term 2015). The tests will be differentiated by cognitive domain. The coordinator will also produce an individual analysis sheet that indicates the cognitive domain and content area of each question.

Y6 will receive a SATs paper at the start of the Spring Term so progress and attainment can be measured again NC levels.

Reading Comprehension.

(Will be taught through whole class books with every child having the same copy and Book Talk see Aiden Chambers Tell Me approach)

Reception-no formal assessment as the focus is on phonics through the year and comprehension is developed orally through shared book talk led by an adult.

Y1- First two terms focus on phonics and individual readers are set and ordered.

Y2-Y6. Teachers will need to ensure an even coverage of fiction and non-fiction comprehension style questions over the term. The tests will be differentiated by cognitive domain. The coordinator will also produce an individual analysis sheet that indicates the cognitive domain and content area of each question. The coordinator will be given two days' supply, in the previous term to prepare these.

Y6 will receive a SATs paper at the start of the Spring Term so progress and attainment can be measured again NC levels.

SPAG

Annual assessments of 48 questions have been created for Y's 3, 4 and 5. Y2 use the previous year's Sats paper. A random selection of 20 spellings are also added to the test to bring the total out of 68. This selection is made from the NC spelling list for that year group. These are administered at the beginning, mid-year and end of year.

Science

Y1-Y6 Each class will be given an IA at the beginning and end of year and mid-way through the year for Y6. Effect size will be used to measure progress.

The tests will be differentiated by cognitive domain. The coordinator will also produce an individual analysis sheet that indicates the cognitive domain and content area of each question.

Role of the Assessment/Pupil Progress Coordinator (Tracey)

Teachers are responsible for completing their class'/subject summaries for attainment and progress. These will then be passed on to Tracey who will produce the overall summary of achievement for each subject in the school. Tracey will spend time with each individual teacher and TA at the end of each term to discuss results and consider individual progress. ***This analysis must feed back into the following term's teaching.***

Data analysis and keeping the file up to date.

Assessment and analysis is central to improving standards in the school therefore extra time will be given so each teacher can produce quality data.

It is each teacher's responsibility (or coordinator) to ensure that at the start of the academic year that:

- Each child in their class has been assessed and they have starting data on each child.
- That the question analysis grid has been completed for their class so individual and class weaknesses have been identified.

At the end of the year:

- Each child has a score for progress (ES) and attainment.
- A Summary sheet for the classes and vulnerable groups has been completed.

Each Class Data and Assessment File must be kept up to date and in the order directed by Tracey.

Academic Rigour

The school's assessment will build in rigour by:

1. Differentiating by cognitive domain so children who are attaining well are expected to think more deeply.

2. Tests in maths are cumulative so that questions poorly answered, earlier in the year, are fed through into later assessments.
3. In phonics comprehensive assessments are either done termly or at the end of three units to test deeper recall rather than the child showing they have retained their knowledge only after a short time lag from the teaching.

Integrity

It is vital that teachers understand that rigorous assessment can provide a rich source of data to inform their teaching.

1. The children must not be given extra support e.g. don't re-word, explain the meaning of a word
2. Teaching should not form part of the assessment.
3. A child cannot be 'half right'-half right or almost is incorrect