



Assessment Policy

Agreed by Children's Learning Committee Autumn 2017
To be reviewed Autumn 2020

1. Principles

This policy is based on the following principles:

- ✓ Children's work should be valued whether by verbal or written comment.
- ✓ Assessment should inform planning and next steps for children's learning, be useful and manageable.
- ✓ Evidence needs to be kept of attainment and progress to support moderation.
- ✓ Assessment Data and marking are part of the School Self Review process.

2. Marking

Please see *Marking and Feedback Policy* (link below)

3. Assessment - see *Appendix One* for Timetable

a. Assessment - Year R

A form of Baseline Assessment takes place in the first half of the Autumn Term. Children take part in a number of activities as part of their usual daily routines. The baseline assesses children's ability and experience in both the 'Prime' and 'Specific' areas of learning:

Prime Areas

- Personal Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Pupil Profiles are shared with parents and targets for future learning are discussed.

At the end of the summer term an End of Foundation Year Profile is completed. This is a teacher assessment based on observations throughout the year.

b. Assessment - Infants and Juniors - see *Appendix One*

Children take part in a number of activities to assess their progress during the Autumn Term taking into account the end of year data from the previous year. These teacher assessments form the basis of our tracking and predict aspirational targets for the children to achieve at the end of each year group.

During formal parents' evenings in autumn and spring, targets are shared with parents in order for them to support at home. A written report is given to parents at the end of the year to inform them of their child's progress and targets for future learning given.

Continual assessment takes place in the classroom using observation evidence, dialogue, judgements and tests, which assess children's attitude, response and learning. This informs planning and provides an indication of progress.

4. Monitoring Assessment

Subject leaders will monitor different groups, eg ability groups, disadvantage pupils, boys and girls, GRT, EAL, LACs, more able, every term and share good practice during staff meetings as well as highlight areas for improvement across the school. See **Appendix One** for timetable of Assessments.

At the end of the year, samples of work will be kept by Subject Leaders as **evidence** of emerging, expected and exceeding attainment against the end of year expectations for each year group.

Class assessment folders contain information of attainment and progress for each child to correspond with independent learning in their books. Phonic assessments are completed on a half termly basis. Other evidence includes, photographs, videos. We also use *Pupil Asset* to record and format data for analysis.

5. Moderation

Core Subject Leaders; English, Maths Science and RE will liaise with partner schools to moderate their subjects. They will carry out standardisation exercises together at the end of the academic year, to ensure that all schools are supported to judge children's attainment in line with National Curriculum expectations. Headteachers meet to plan CPD that may be necessary following outcomes of moderation exercises or analysis of data

6. Reading Records

Formal record is kept of children's progress in reading during guided reading sessions. The date, book title, a comment on progress and initial should be recorded each time a child reads to an adult. Parents should be kept regularly informed through the Home-School Link book. Guided reading sheets are updated when class teacher or teaching assistant hears a guided reading session. Evidence gathered will inform planning.

Relevant Policies (double click on the icon to retrieve)



Marking and
Feedback Policy CLC :

Appendix One

Assessment Timetable Thorpe Church of England Primary School 2017 – 2018

	R	1	2	3	4	5	6
Data Submitted to Pupil Asset	Every Half Term	Aut 1, Aut 2, Spr 2, Sum 2	Every Term				
Pupil Progress Meeting Pro-forma completed	Autumn 2 Spring 2 June						
English Reading Ad hoc	Benchmarking / Comprehension						
English Reading Termly	EYFSP	PIRA					
English Reading End of Year	EYFSP	PIRA	SATs	PIRA			SATs
Writing Termly	Big Write: Writing a variety of pieces of work for different audiences and purposes Alternating between fiction and non-fiction (also please ensure extended piece of writing/over time esp KS2 – date in margin).						
SPAG/Phonics	On- going assessment of Phonics Optional SPAG test available			Termly GAPS Test Rising Stars			SATs End of Year
SPAG/Phonics End of Year	EYFSP	Phonics screening	SATs	EOY test	EOY test	EOY test	SATs
English Monitoring	Subject leader please monitor Ext/Core/Support ~ half termly for work scrutiny SL to share WWW & EBI Results from Big Write/SPAG/phonic screening uploaded to pupil asset when completed – SL to share WWW & EBI						
Maths During the Year	EYFSP	Diagnostic Tests – Beginning of the unit as the units are introduced Rising Stars Progress Test as appropriate Termly White Rose Test					
Maths End of Year	EYFSP	End of topic Progress Tests	SATS	Rising Stars End of Year Tests			SATs
Maths Monitoring	Subject leader please monitor Ext/Core/Support ~ half termly for work scrutiny SL to share WWW & EBI Results from Diagnostic and mid topic tests given the Mandy when completed SL to share WWW & EBI						
Science	Subject leader please monitor Ext/Core/Support ~ termly for work scrutiny SL to share WWW & EBI Rising Stars progress test for end of each unit						
RE	Subject leader please monitor Ext/Core/Support ~ termly for work scrutiny SL to share WWW & EBI Once a term Assessment Grid Emerging/Expected/Exceeding - 3 pieces of evidence attached to grid (Ext/Core/Support) - Pass to Paula						
Geog/Hist	Subject leader please monitor Ext/Core/Support ~ termly for work scrutiny SL to share WWW & EBI						
DT/Art/Computing	Subject leader please monitor Ext/Core/Support ~ termly for work scrutiny SL to share WWW & EBI						
PE	Subject leader please monitor Ext/Core/Support ~ termly for work scrutiny SL to share WWW & EBI						

Ext = Working at greater depth, Core = Working at Expected, Support = Working towards Expected