



Assessment Policy

Version No.*	
Issue No.*	
Name of Responsible Committee	Curriculum
Ratification Date	24 July 2018
Scheduled for Review	July 2019

Signed: _____ Date: _____

(Chair of Governors/Chair of Responsible Committee)

*County adopted policies only

Assessment Policy

Rationale

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote at least expected progress for individuals, groups and cohorts. At Twyford C of E School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress. Books are marked following our marking and feedback policy with clear direction as to next steps in learning.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker at the end of each half-term. Assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs and teacher assessments)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings.

- Pupil Premium
- SEND
- More able
- Middle Attainers

Roles and Responsibilities

- *Governing Body:* Monitor whole school attainment and progress data
- *Headteacher:* Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- *Headteacher:* Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- *Teachers:* Carry out regular, accurate assessment of pupils, provide high-quality feedback and marking to move learning onto next steps. To use assessment information to inform planning
- *Support staff:* Support children with their learning as directed by class teachers and provide feedback on children's learning
- *Parents/Carers:* Support children with home learning

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group expectations: beginning, beginning+, working within, working within +, secure and secure +. SEND will be assessed, if necessary, using PIVATs.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place two times during the school year. SEND review meetings are held termly.

Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Marking and Feedback Policy

Early Years Assessment

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within 6 weeks of the child starting they will be given a 'baseline' assessment using teacher assessments and observations. On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 4 weeks of the child starting the nursery the children will be given a 'baseline' assessment.

Expected Standards for Early Years are;

Nursery

30-50 months b = In line with ARE (Age Related Expectations)

22-36 months w or 22-36 months s = Below ARE

22-36 months b or below = significantly below ARE

Reception

40-60 months b = In line with ARE (Age Related Expectations)

30-50 months w or 30-50 months s = Below ARE

30-50 months b or below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of Tablets, using the Tapestry program.