

ASSESSMENT POLICY

Rationale

Effective assessment is essential to quality teaching and learning. The assessment process is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children in 1-1 conferences and through marking and feedback helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant, teaches to the gaps and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at consultations and in written reports throughout and at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

To track pupil progress and attainment at Kingshill Church School we use stages/milestones from assessments which are linked to **National Curriculum** expectations. We use 'School Pupil Tracker Online' to track and analyse data.

Principles

The principles of assessment at this school are: -

- to feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an on-going basis
- to involve children in their own assessment
- to keep manageable records
- to keep parents informed about their child's achievements and progress and enable them to help their children make further progress
- to keep governors and the MAT informed about what the assessment information says about the performance of the school.

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The purpose of assessment in our school is to provide information: -

- for children to demonstrate what they know, understand and can do in their work
- to help children understand how well they are doing and what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning
- to provide the pupils' next teacher with information; this will ensure smooth transition and promote continuity and progression across the school
- to provide receiving schools with information to ensure the child's swift transfer and continuous progress
- to provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning
- to provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage
- to provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- to provide governors with information on the school's performance to aid their monitoring procedures
- to provide regular information for parents to enable them to support their child's learning
- to provide parents with information about the performance of the school.

Responsibilities

Headteacher

- to maintain an overview of assessment in the school
- to monitor and develop consistency across the school
- to collate and analyse assessment data and utilise the information to support school improvement and thus raise standards at a whole school level
- to ensure that statutory requirements are met.
- to review and update the policy
- to monitor and evaluate the policy in practice
- to manage the whole school data systems
- to keep up to date and inform staff on latest information and requirements
- to develop the procedures for pupil progress meetings
- to lead pupil progress meetings
- to inform Governors about the school's performance on at least a termly basis.

Deputy Headteacher

- to have a clear and detailed understanding of what the assessment information means about the school's performance
- to utilise assessment information to raise standards at a whole school level
- to schedule pupil progress meetings on a termly basis for teachers and senior leaders
- to lead pupil progress meetings.

Key Stage Leaders

- to lead pupil progress meetings
- to utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

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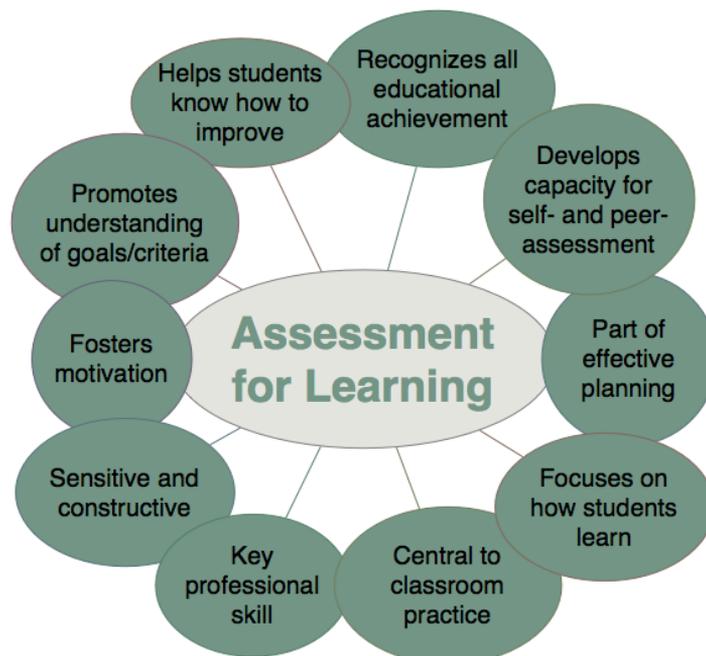
Core Subject Leaders

- to ensure plans include clearly defined learning objectives and identify and record assessment
- to advise colleagues on assessment and recording in their subject
- to utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- identify learning objectives to be assessed on medium term plans
- set individual targets.
- carry out on going formative assessment in accordance with this policy
- carry out summative assessments three times a year in accordance with this policy and input this onto SPTO
- prepare and write reports for parents, colleagues and other agencies
- provide examples of assessments to subject leaders for assessment moderation
- ensure manageable records are kept
- ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Education Health Plans and Interventions are maintained and regularly reviewed in accordance with the school's S.E.N. Policy
- to plan interventions for children identified at Pupil Progress meetings.

FORMATIVE ASSESSMENT



Assessment for Learning (AfL)

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. Assessment for Learning

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(AfL) is an embedded daily practice at Kingshill Church School whereby all children are being continually assessed.

The Assessment Process



On-going Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- informing pupils of the learning objectives and success criteria
- questioning throughout the lesson in order to judge pupil understanding
- providing regular opportunities to review learning against the success criteria throughout the lesson
- involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers.
- displays which celebrate achievement and progress
- feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- focussed marking using learning objectives and success criteria -Tickled pink/green for growth using developmental comments – next steps in learning
- sampling pupils' work
- using assessments and feedback from marking to inform the next stages of learning and planning
- using thumb tools, traffic lights, fist of five, happy/sad faces to indicate understanding
- asking what the children would like people to notice
- using discussion (between peers/groups/teachers)
- instant feedback
- using talk partners/trios

Summative Assessments- Dec, April, June

Assessments of pupils' attainment and progress are carried out 3 times a year in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings. Maths and writing assessments are carried out using The Assertive Mentoring System. Reading is tracked on SPTO using National Curriculum objectives .

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In EYFS at the beginning of the year we send a baseline assessment of every child to the LA and then a final assessment again at the beginning of the summer term.

We use the Foundation Stage Profile to track children's progress 3 times a year against the 17 areas of learning from The Foundation stage curriculum. The assessments are carried out by observations and interactions and recorded in Learning Diaries. The EYFS teacher reports to the headteacher every half term with data and/or an update on progress

Reading Assessment

Years 1-6 are assessed through guided reading, tracking progress against NC objectives. Reading Tests may be given in KS2 as preparation for SATs

Writing assessment

Children's writing is leveled against statements matched to NC objectives and POS

Maths assessment

Maths is assessed using stage tests, linked to NC objectives

Learning Conferences

Children in year 1-6 have 1-1 learning conferences with their teacher in the first week after assessment to discuss progress and next steps

Data Analysis

- The Headteacher and SLT utilise assessment data to carry out an analysis of the data each half term. This information is utilised to inform the :-
 - Pupil Progress meeting discussions,
 - School Self Evaluation,
 - School Improvement Plan
 - Headteacher reports to LGB and MAT Directors.

Pupil Progress Meetings

- These are held on four times a year and are attended by the class teacher, a senior leader and SENCO
- The focus of the pupil progress meetings is:-
 - to discuss attainment and progress generally within the class using the data report to provide context
 - to set up target for any pupils that require additional support

End of Year Assessments

In years 2 and 6 the children have Statutory SATs assessments.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking and feedback Policy for detailed information.*

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Monitoring and evaluation

- The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

Reporting to Parents

Reports to parents are given verbally at parents' evenings three times a year along with information in Pupil's Learning Logs. Parents receive a progress report four times a year. A fuller report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the secondary school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

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