

Assessment Policy

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes.

Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal children's strengths and weaknesses.
- To ensure early identification of children with S.E.N
- To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.
- To comply with statutory requirements.

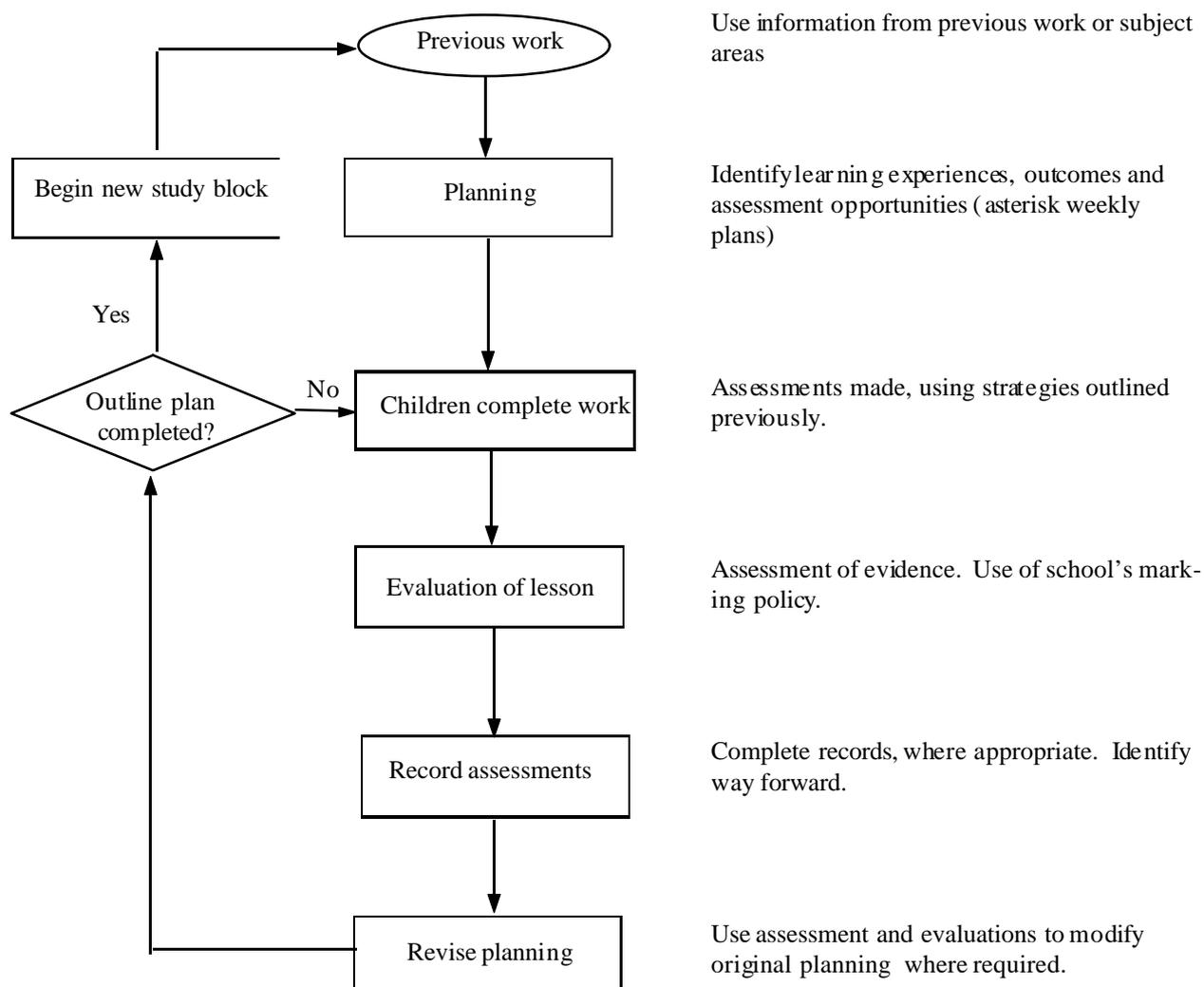
Strategies for assessment

- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio taping work in progress.
- Examining children's written work.
- Marking children's work, according to the marking policy.
- Teacher devised tests for areas such as spelling, tables.
- Statutory formal assessments: Baseline assessment at Reception, SATs at Year 2 and Year 6
- Walsall agreed assessments: Nursery baseline assessments, Reading tests at Year 3 and Year 5.
- At end of Nursery and Reception Baselines performed again to ascertain Value Added
- Non-statutory tests QCA tests for Year 3, 4, 5; Neale reading tests used in KS2

Planning for assessment

Assessment is built into planning and takes place both during each topic/half term's work and at the end of a topic. Weekly plans show assessment focus with an asterisk and any relevant comments on the reverse, or added to individual records.

Below is a flow diagram for the assessment process:



A year overview will be drawn up annually, to enable staff to see the development of assessment throughout each academic Year (see Appendix 1)

Record Keeping

Nursery and Reception complete records based on Desirable Outcomes. If some children complete the Desirable Outcomes record in Reception, then a National Curriculum record may be started.

From Year 1 onwards, individual records are kept for the core subjects (including IT). They are updated regularly as outlined in the Record guide. (See Appendix 2)

Teachers keep their own informal notes to assist filling in school records.

We have separate records for EAL as required by Walsall LEA. Staff working with children who have English as an additional language fill in these records, in consultation with EAL staff.

Portfolios

The school is building up portfolios of work for the core subjects. They are used to illustrate school judgements of National Curriculum/Desirable Outcome attainment. It will contain evidence of work collected from all classes from Reception to Year 6, reflecting work from 3 ability bands within a Year group. It will also be used as a tool to reflect on continuity and progression within school.

Moderation

Regular moderation takes place each term. Cross phase groups analyse children's work against National Curriculum level descriptors and Desirable Outcomes.

During the Summer term as Year 2 and Year 6 teachers are involved in formal Teacher assessments, staff throughout the school participate in the moderation of work, to assist staff to make final judgements.

Special Educational Needs and IEPs

Assessment should reflect the school policy on SEN.

Any children experiencing difficulty in making progress in line with expectations for their age will have an IEP. IEPs are reviewed regularly, to enable pupils to progress.

Target Setting

Analysis of assessment data is made by the Senior Management team. Overall percentages are reported to governors, parents and Walsall LEA annually. Targets based on National Curriculum levels are set in July for each child, for the end of the next academic year. When planning, specific focus groups are highlighted and special consideration is made about how to deploy support staff. These targets are reviewed each term to ascertain if the children are 'on track' to achieve their targets. Individual targets are set for English and Mathematics each half term. These targets are shared with both children and parents. An example of the current target sheet can be found in Appendix 3.

Reporting to parents

Parents are invited to attend a parents' evening each term at which staff discuss progress and targets for their child.

In the Summer term parents receive a report on their child's progress during the academic year. Year 2 and Year 6 parents

receive their child's National Curriculum assessments, giving both Teacher Assessments and SATs judgements. Parents are given the opportunity to discuss the contents of the report in the Summer term parents' evening.

See Appendix 4 for current Report form.

Guide to filling in Records

- Records should be filled in regularly, a minimum of half termly.
- Highlight the elements of the statement that the child has achieved. If only one element has been achieved, then just highlight the word/phrase that is relevant and date over the top of the word/phrase.
- When the whole of the statement has been achieved, then date the box.
- Use the following colours to complete:
 - N: pink
 - R: blue
 - 1: red
 - 2: green
 - 3: yellow
 - 4: brown
 - 5: orange
 - 6: purple
- Use the blank spaces on the sheet to add relevant dated comments (e.g. where no colour has been shaded for a half term then a relevant written comment may be necessary; references to long term absences; child who has entered school as a late entrant; emotional/behavioural problems which may be affecting attainment; reference to setting up an IEP.)
- Dates set in the yearly overview are for monitoring purposes, records need to be updated regularly.