

Duddon Saint Peter's CE Primary School



Assessment Policy

This policy describes the continuous assessment of our children, through both formative and summative processes. This includes the National tests at the end of Key Stage One for seven year olds (Year Two pupils), and at the end of Key Stage Two (Year Six pupils). Use is also made of the termly assessment materials from Year One to Year Six, which support the online assessment process carried out.

Planning

Lesson planning based on the policies and guidelines for individual subjects includes an element of assessment. For example the initial introduction of concepts in mathematics often includes a review of previous learning and an assessment of what children already understand. Notes on assessment are included in the sections on individual subjects.

The process of lesson planning follows this route:

- Long term plans based on National Curriculum core and foundation subjects, together with Religious Education.
- Medium term plans which are prepared half-termly; these are detailed notes of what is planned and show the planned coverage of the schemes of work.
- Short term plans which guide the lessons in detail.

**Medium and short-term plans form a unit and should be read together.

Assessment

The planning documents indicate the scope of assessments which are carried out. Assessment and testing is an important diagnostic tool which helps to plan future work for individuals and groups. For example, reading test results and comments build a profile of a child's approach and assess the use of context cues and the development of word attack skills.

Records for individual children

- A shelf box is retained for each child which stores completed work; the content of these boxes is reviewed each year. This collection of work is the property of the child and is available to view by parents on request. At primary/secondary transfer this collection of work can be shared with the High School personal tutor in the term before transfer. Such a collection of work is used to inform discussion between parent and teacher.

- The use of photographs to record work is now used widely, for example in technology and art, as well as occasional video evidence eg. in PE / Dance / Science.

Pieces of assessed work form part of the school portfolio being built-up to show staff agreement on levels of work. The assessment of such work is also discussed at INSET work with other schools in the Tarporley Group and by staff at assessment courses. In this way the work assessed by staff is moderated against the expected National standards.

- Notes on observations and assessments made on an individual or a group of children are kept as part of each teacher's record keeping system. Such notes are used to prepare future work, make overall assessments and to inform discussions with parents.

Information kept in individual record files (UPN folders)

- Copies and results of school-based assessment and testing programme. This builds a useful profile of the attainments of individual children and can inform an assessment of potential. An analysis of this data is made to set targets, look at trends in the data and to inform staff and Governor discussion.
- Information and results of National Curriculum Tests at Key Stages One and Two. (For Key Stage Two record sheets have been devised to inform parents and receiving High Schools of the results)
- Reports from the School Medical Services, including speech therapy; County Psychology Service; Learning Support Services; Statements of Special Educational Need and related documents.
- Copies of reports and letters to parents.

School Records; Special Educational Needs

A folder of all the results for each age group of the assessment and testing programme is kept. This enables comparisons to be made between groups of children.

In this record children who appear to be having particular difficulty with, for example, reading, mathematics or spelling are highlighted and their progress is closely monitored. Additional testing or assessment may be relevant for such children. If necessary the results of such assessment can be used to make referrals to the Learning Support Services. Further information on the particular assessments of such pupils is given in the Special Needs policy; this includes details on Individual Education Plans (IEPs).

Assessment programme to inform teacher assessments

Nursery:

- Assessment of Foundation Stage Profile
- Learning Journey books/ Tapestry
- Assessment sheet and notes for receiving Reception class

Reception

- Assessments, based on Foundation Stage Profile, through Reception.
- Baseline assessment

Year One:

- Reading - Benchmarking
- Termly assessments, including written termly tests
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Year Two: National Curriculum statutory tests

- Termly assessments, including written termly tests
- Benchmarking
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Year Three:

- Termly assessments, including written termly tests
- Benchmarking
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Year Four:

- Termly assessments, including written termly tests
- Benchmarking
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Year Five:

- Termly assessments, including written termly tests
- Benchmarking
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Year Six:

- Termly assessments, including written termly tests Benchmarking
- SWST (Single Word Spelling Test) – to be conducted at the beginning of the autumn term and at the end of the spring term.

Online assessment system:

The school uses an online system of continuous assessment (Classroom Monitor). This allows teachers to assess children on their age related targets, and to identify targets for a child's development. These are used to inform parents of their child's progress. Data analysis is also conducted through this system.

Reporting to Parents and Governors

- Much reporting to parents is given during parent/teacher discussion; parents are encouraged to engage in continuing discussion with staff during each school year. Specific parent/teacher appointments are held twice each year at times related to important stages; for example, Year Six appointments are held early in the school year prior to the secondary transfer procedures.
- Annual written reports are sent to parents. The format reflects the mandatory requirements of the National Curriculum.
- Assessment information is given in the Head teacher's Report to Governors and discussed at meetings.
- Data analysis informs staff about pupil progress.

High School transfer

An important aim of our school is to facilitate the transfer of pupils to the High School. The careful use of assessment is an important part of this process. Discussions take place with the Head of Year and the associated pupil tutors; this discussion may continue into the first term at High School as pupils settle. These staff meet the pupils before they leave Duddon Saint Peter's and the assessments made on the children are discussed. Care is taken to ensure that the primary transfer folder is accurate and up-to-date.

Assessment issues are discussed at EIP Cluster meetings. Links are also encouraged between other schools to which a small number of our pupils transfer. Invitations to visit these schools, both State and Independent, are taken up whenever possible and communication also takes place between the staff of these schools.

In-service training

Staff are encouraged to attend assessment training sessions related to their particular areas of responsibility. School-based INSET often contains assessment discussion. Training logs and plans are kept of all staff training.

Date *February 2021*

Date of review *Spring 2023*