



# Assessment Policy

March 2010

# Mangotsfield C.E. (VC) Primary School

## Assessment Policy

**Rationale** Accurate assessment is essential to ensure that children reach their full potential. Assessment provides the link between the effective teaching of one learning objective and the effective planning of the next. Good assessment practice involves both formative and summative assessment. The children need to be kept informed about the standards of attainment they have reached. Assessments of progress should be shared regularly with parents to enable the partnership between home and school to be developed fully.

- Purposes**
- To enable accurate judgements about children's attainment to be made.
  - To inform future planning.
  - To inform teachers, children and parents about children's progress.
  - To provide children with immediate short term targets for improvement.

**Guidelines** Formative Assessment (KS1 and KS2)  
For Reading, Writing and Maths teachers will use ongoing Assessment for Learning Strategies to complement the processes as detailed below

- [using effective questioning techniques](#)
- [using marking and feedback strategies](#)
- [sharing learning goals](#)
- [peer and self-assessment](#)

### Reception

The Foundation Stage Profile will be used to assess the children through out the Reception year based on staff observations of the children and in accordance with the guidance of best practice issued with the profile. This information will be passed to the LEA as required by law.

### KS1 & 2

**Writing:** Using the Assessing Pupils' Progress (APP) approach for Writing, teachers will record children's achievements by highlighting the statements that apply to each child at the end of Terms 2, 4 and 6. Individual Sheets will be passed on to the next teacher at the end of the year. Teachers use this to identify focus groups.

**Reading:** During Guided Reading, teachers annotate APP sheets for groups of children. Group Record Sheets will then be completed to give a profile for the class. Teachers use this to identify focus groups. In terms 2, 4 and 6 teachers will use annotated sheets to make a level judgement about each child.

**Maths:** Using APP for Maths, teachers will record children's achievements by highlighting the statements that apply to each child in Terms 2, 4 and 6. A Class Record Sheet will then be completed to give a profile for the class. Teachers use this to identify focus groups.

Science: At the end of each unit an assessment of the children's progress will be made based on the objectives of that unit of work. A separate judgement will be made on Sc1 (practical application) for each child; this will be recorded electronically and passed on to the next teacher at the end of the year.

#### Target Setting

After each APP cycle, the children will be given targets; these should be shared with children verbally or agreed with the children as a result of marking work. All children will have a copy of the targets sent home.

KS1 targets will be in Reading, Writing and Numeracy. KS2 targets will be in Writing, Numeracy and, where appropriate, in Learning. The previous targets will be assessed. Annual progress targets in English and Maths are set for classes and individual children based on the May assessment data.

#### Pupil Progress meetings

As part of the school's assessment cycle, each teacher will have a Pupil Progress Meeting with their line manager. During this meeting, each individual's progress will be monitored and any intervention needed will be planned and stored electronically in SEN folder.

#### Data storage

The master copy of the school's assessment data is stored centrally using SIMS.

#### Marking

Children's work must be marked in accordance with the school's Responding to Children's Work Policy. 'Assessment for Learning' Strategies play a key role in our assessment approach.

#### Summative Assessment

Each year in May to coincide with the National tests in Key Stage 1 and 2 Optional SATs assessments will be given to each child in Years 3, 4 and 5 to take a snap shot of their attainment at that time.

#### Monitoring Monitoring of Assessment:

The **Assessment Leader's** role is to:

- Manage data coming into the school.
- Organise administration of SATs.
- Support the KS1 Leader to review assessment strategies for Foundation Stage and KS1
- Compare school data to most recent data from external sources.
- Ensure that key issues are reflected in SEF 3a, b and c.
- Record data from within the school.
- Enter data from end of year assessments onto SIMS
- Track pupils at an individual level across the school.
- Provide data for teachers which clearly identifies focus groups (aiding transition from year to year).
- Support Teachers to identify patterns in the data and focus groups for additional support or challenge.
- Provide data for Maths and Literacy Leaders to help them to identify strengths and areas for development.

The Assessment Leader meets regularly to discuss patterns and give feedback to the Headteacher and other members of the Extended Senior Leadership Team (including the SENCo).

**Conclusion** Assessment is an essential part of the teaching and learning process. Good assessment will ensure that there is a precise match of tasks to individual children's abilities. Accurate assessment allied to informed planning will ensure effective continuity and progression in children's learning throughout their time at Mangotsfield C.E. (VC) Primary School.

Signed (Chair):	Name: <b>Robert Taylor</b>	Date: 1/3/2010
Signed (Head):	Name: <b>Marion Borland</b>	Date: 1/3/2010
Ratified: by Curriculum & Standards - 1/3/2010		Next Review: March 2012