



Assessment Policy

Assessment is viewed as essential to, and an integral part of effective teaching and learning. Assessment should be seen as identifying a point on a learning continuum and not as an end activity.

The purpose of assessment is to provide information for a range of audiences. Assessment at Sandy Lane will be:

- Positive
- Manageable
- Useful and used
- Consistent

Aims

To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.

To gather information to inform teachers what will be taught next and to inform pupils about where they are in their learning.

To ensure that assessment and recording is an integral part of the school's performance management system.

To provide information to inform the school's strategic planning.

To track individuals' progress.

Guidelines

Assessment will be used in the following ways:

- **Baseline** – this provides an entry level summary of basic skills for pupils as they enter our school whether in Foundation Stage or further up the school.
- **Formative** – the information gained “forms” or affects the next learning experience. This underpins **Assessment for Learning**, whereby the positive achievements are discussed and the appropriate next steps planned.

- **Summative** – systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Whilst these form the main areas of assessment we also use diagnostic and evaluative assessment to support our procedures.

- **Diagnostic** – through which learning difficulties and specific abilities may be scrutinised and classified so that appropriate support and guidance can be put in place.
- **Evaluation** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Assessment in this school is enhanced by:

- Pupils' involvement in self assessment.
- Parents' involvement through regular parental consultations and reports.

Monitoring and evaluation

The Assessment Co-ordinator and Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

Assessment – who is it for?

Teachers will know:

- Where the pupils are starting from
- Has the class overall learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress against national expectations?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?

- Is the planning for activities, resources and staffing well targeted?
- How can the teacher do it better next time?

The Headteacher, other teachers and subject leaders will know:

- Are the pupils making progress?
- Are there any major problems?
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared with others of the same age?
- What can I do to help?

The Governors, LEA and Government will know:

- How is the school (and LEA) progressing against their targets?
- What is the impact of the school development/improvement plan?
- What is the attainment, in terms of National Curriculum Age Related Expectations, and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?
- Are the priorities of Education Bradford's Development Plan being met?

Recording Achievement

Recording will be manageable and relevant at short, medium and long-term levels. The degree of detail in the recording will depend upon whether:

- It is a core or foundation subject;
- The subject is a focus for school improvement.

The school has agreed to maintain:

Short-term recording

The planning formats include an evaluation and assessment column.

The notes on planning sheets will:

- Help planning at short and medium-term levels;

- Be useful when talking to another teacher/SENCO or in identifying particular problems;
- Inform the teaching approach;
- Inform the grouping of pupils;
- Inform the choice of resources.

The school will make effective use of verbal assessment and **Assessment for Learning**.

Teachers will:

use questions to check understanding at the beginning of lessons, e.g. “Think of three things you can remember from our last lesson about

make explicit to pupils the purposes of the lesson, e.g. “By the end of the lesson you will be able to

Teachers will use different types of questioning to enable pupils to self assess.

Teachers will use a range of closed and open questions.

Teachers will:

- Explicitly inform pupils of the learning intention for the lesson and refer to it in the plenary.
- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use the plenary to check understanding and reinforce the learning.
- Conference with pupils so that they know that it is they need to improve.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils’ work including points for improvement, “can do” statements and annotation for other adults such as teachers, parents and carers on the pupils’ work.

Medium-Term recording:

Recorded assessments at the end of each half term or unit of work will inform:

- Any discussion with parents and carers;
- Target setting for improvement with individuals or groups of pupils.

In this way the teachers, subject leaders, the Headteacher, pupils and parents, can monitor pupils’ progress towards curricular targets. The school’s minimum expectation for foundation subjects is for teachers to record pupil’s performance against statements from QCA stating where pupils achieve at, well above or below the planned expectations. These records to be kept in Assessment Files.

Literacy, Numeracy and Science

Assessment tasks in reading and writing and standardised assessment tasks in maths will be carried out each half term. Information from standardised assessments and teacher observations is used to review and set new targets in the light of progress. Individual targets are kept in the front of pupils' Literacy and Numeracy books. Evidence from pupil work is gathered across the half term or theme and is assessed against Key Performance Indicators. These support staff in identifying strengths and gaps in pupil learning and support the overall Teacher Assessment judgements.

Speaking and Listening will also be assessed each half term and progress tracked over time.

Individual attainment will be recorded and tracked to monitor progress over time. Latest trackers will be kept in the Assessment file.

Long-term recording:

Recorded assessments will be:

- Baseline assessments on entry into Reception
- Foundation Stage Profile
- Statutory assessments at the end of Key Stage 1 and Key Stage 2, including the end of Key Stage 1 and 2 transfer record
- Any other assessments used by the school, e.g. Year 3, 4 and 5 optional SATs tests.
- Annual reports to parents will identify clearly gains in skills, knowledge and understanding, with the next steps in learning. Parents of pupils in Year 2 and Year 6 will receive SAT results and teacher assessed levels in maths and english.

Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review curricular targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the headteacher's report to the governing body. (This will include an analysis of comparative data.)

To maintain confidentiality individual assessments will only be made available to the pupils' parents and professionals who need to see them. This includes any online assessment data on the school's virtual learning environment.

Marking

Marking will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the marking policy.

Date of policy Date of review.....

Signed (Co-ordinator) (Governor)

Related policies *Inclusion* *Equal Opportunities* *Curriculum Marking*
Appendix 1

An overview guide to assessment timescales

	Short-term Daily/weekly	Medium-term Termly	Long-term Annually
Who uses the assessments?	Teachers Learning Support Assistants	Teachers, Pupils, Parents/Carers, Learning Support Assistants.	The next Teacher, Pupils, Parents/Carers, the whole school and the next school.
Are the assessments recorded?	Mainly no; yes for some aspects, e.g. Teachers own notes, annotation of work, marking, highlighting significant achievements in planning.	Some group and class records, individual pupils' levels, some individual notes/comments.	Yes, for each child, including end of Key Stages 1 and 2 transfer record.
Should records be retained or discarded?	Mainly discarded	Keep only the most recent work and targets. Online tracking data will be discarded when a child leaves school.	Retained and passed on, e.g. annual reports, information on skills, knowledge, understanding and next steps.
How do the assessments relate to teaching and planning?	Strong link to daily/ weekly planning	Links to medium term planning – highlight issues in planning, target setting – review progress towards curriculum and other targets.	Links to long-term planning e.g. balance overall, strengths and weaknesses within curriculum provision.

What are the points of reference?	National Curriculum	National Curriculum	Predominantly national standards.
Where will the information be used?	Individual teachers	Individual teachers, SENCO, school management team	Individual teachers, school management team, governors, LEA Profile PANDA, Autumn package.

Appendix 2

Responsibilities

Assessment Co-ordinator will be responsible for ensuring:

- All manuals are distributed and returned as necessary
- All relevant standardised scripts are ordered and supplied to the appropriate teachers
- All special arrangements are organised
- SATs are administered during the appropriate period of time and to all Year 2 and Year 6 children
- Half termly assessment data is updated on tracking sheets
- Profiles are produced to show data in tabloid form for official documents and the school prospectus
- There are regular agreement trials to assist the development of consistent assessment standards.

Year 2 and Year 6 teachers will be responsible for:

- Administering the SATs in English, Maths (and Science as and when required as specified by QCA)
- Completing the appropriate record forms and results to parents by the end of the summer term
- Undertaking appropriate assessment training
- Preparing official transfer summative record sheets

All teachers will be responsible for:

- Administering, marking and standardising tests
- Contributing to the whole school agreement trials
- Maintaining children's work as evidence for parents' consultations
- Planning and carrying out assessment activities for units of work and for core subjects each half term
- Participating in arrangements for target setting
- Maintaining the class Assessment File
- Producing an annual report to parents summarising the child's achievements in all aspects of school life over the year

The SENCO will arrange any necessary external assessment by outside agencies or bodies.

The Headteacher will:

- Liaise with Assessment Co-ordinator and School Improvement Officer to monitor standards in school
- Report to the Governing Body on standards and school improvement.