

# **POLICY FOR ASSESSMENT**

## **Rationale**

Assessment to inform teaching and learning is a key feature in the children's education at Hempshill Hall Primary School. A range of assessments are employed to ensure the most effective learning opportunities are provided for the individual child throughout their time in school and to secure the continued raising of standards.

## **Purposes**

- To involve each pupil in their learning and encourage them to take responsibility in moving on to their next target.
- To inform focused teaching and target setting that meets the needs of the individual child.
- To provide evidence through the tracking of pupil progress which will identify trends, development needs and resource allocation in order to support school improvement and value added indicators.
- To impact on the raising standards of achievement throughout the whole school in English, Mathematics, Science, ICT and the other foundation subjects.
- To provide information to enable the school to report to parents, building a partnership between pupils, families and teachers in developing each child.

## **Guidelines**

### **Literacy**

The 'criterion scale' will be used for ongoing writing assessments. This will also be used in order to set children personalised writing targets.

Reading assessments will take place through group guided reading sessions and a 'GL assessment' test.

### **Maths**

'I can statements' are completed individually by children and a class record is kept by the teacher

Mental maths records are kept and those achieving less than 50% are targeted.

End of year, basic skills records (linked to times tables) are kept for each class.

### **Informing Parents**

An annual report will be prepared for each child; this will be sent out in the Summer Term.

Parent Consultations will be held twice a year. However if there are any concerns regarding pupil's progress arrangements for discussion will be made.

## **Marking**

Pupils will be given opportunities to reflect on work belonging to themselves and their peers in response to success criteria.

## **Records**

Evidence of learning will be kept to show attainment in all subjects.

Provision maps and action plans in the form of IEPs will be kept for children who take part in intervention programmes or who are on the SEN Code of Practice.

School portfolios will be kept to provide exemplar evidence of attainment and progress.

Science Key Objective Records will be completed for each unit covered.

A school database will hold all data related to individual children at various assessment points during the year. It will be available for teachers to both enter and use data in order to provide information on the progress made by a child, class, key-stage or any other grouping.

## **Foundation Stage**

Records for the Foundation Key Stage will be kept which relate to the key areas of learning.

Attainment in Foundation Subjects will be summarised at the end of each Year and a record kept of this information.

The formative assessment timetable is detailed in Appendix A, along with guidelines on where outcomes are recorded and tracked.

## **Conclusion**

This Policy is to run alongside the Policy for Responding to Pupil's Recorded Learning, the Policy for Target Setting and all Government Assessment requirements. This document will be reviewed and updated by the Governing Body, distributed to staff and governors and made freely available to parents and other interested parties.

**Proposed and ratified**

**Review**

## Appendix A

<b><u>MATHS</u></b>	<b><u>Autumn term</u></b> <b><u>(November)</u></b>	<b><u>Spring</u></b> <b><u>term</u></b> <b><u>(week</u></b> <b><u>before 1/2</u></b> <b><u>term)</u></b>	<b><u>Summer</u></b> <b><u>term</u></b> <b><u>(May/June)</u></b>
<b>Year 1</b>	Teacher Assessment	Teacher Assessment	Teacher Assessment
<b>Year 2</b>	Y2 Abacus Autumn half term assessment	Y2 SAT 2007	Y2 SAT 2009
<b>Year 3</b>	Y2 SAT 2002/2005	Y3 optional SAT 2003-05	Y3 optional SAT 2006-2013
<b>Year 4</b>	Y3 optional SAT 2003-05	Y4 optional SAT 2003-2005	Y4 optional SAT 2006-2013
<b>Year 5</b>	Y4 optional SAT 2003-2005	Y5 optional SAT 2003-2005	Y5 optional SAT 2006-2013
<b>Year 6</b>	Y5 optional SAT 2003-2005	Y6 SAT 2012	Y6 SAT 2013
<b>WRITING ASSESSMENTS (Big Writing)</b>	Retell of a shared story	Newspaper report	Descriptive writing
<b>OTHER</b>	SIMS Excel spreadsheets River grids Parent interviews Provision maps (Oct/Nov)	SIMS Excel spreadsheets River grids Parent interviews Pupil progress dialogues Provision maps (March) Science AT1 assessment	SIMs Excel spreadsheets River grids Annual Reports Open Day Y2 & 6 Science TA

<b><u>READING</u></b>	<b><u>Autumn half term</u></b>	<b><u>Spring half term</u></b>	<b><u>Summer half term</u></b>
<b>Year 1</b>	Teacher Assessment	Teacher Assessment	Teacher Assessment
<b>Year 2</b>	Teacher Assessment	GL Assessment Test 1 (report reading age & level)	Y2 SAT
<b>Year 3</b>	Teacher Assessment	GL Assessment Test 2A (report reading age & level)	Y3 optional SAT
<b>Year 4</b>	Teacher Assessment	GL Assessment Test 2A (report reading age & level)	Y4 optional SAT
<b>Year 5</b>	Teacher Assessment	GL Assessment Test 3A (report reading age & level)	Y5 optional SAT
<b>Year 6</b>	Teacher Assessment	GL Assessment Test 3A (report reading age & level)	Y6 SAT

