



Headteacher: Mr Julian Rose

# ASSESSMENT POLICY

Policy Status	Other
Governing Body Approval	01 01 2016
Ownership	Q+S Committee
Date for Review	30 01 2019

# **ASSESSMENT POLICY**

## **WHY ASSESS?**

Children's progress is closely monitored at West Chiltonington in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individuals.

## **AIMS OF ASSESSMENT**

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

There are fixed points during a child's education when they will be assessed using national tests:

- End of KS2 (Year 6): Tests in Reading, Maths and Grammar, Punctuation and Spelling
- End of KS1 (Year 2): Tests in Reading, Writing and Maths

Phonics progress test which is administered during the Summer term of year 1

## **FOUNDATION STAGE PROFILE**

Children are continually assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement at least 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information records whether a child is - emerging, developing or securing within the appropriate 'Age and Stage' band. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are encouraged to contribute to this document.

## **YEAR ONE PHONICS CHECK**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher.

## **NATIONAL CURRICULUM TESTS**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. Using a set of national criteria drawn from the National Curriculum, a judgement is made about whether each child is working:

- Towards the expected standard;
- At the expected standard;
- Or at greater depth within the expected standard.

## **MARKING AND ASSESSMENT** (See separate Marking Policy for more information)

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. They are encouraged to respond to teachers' comments. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

## **RECORDING**

Assessment in Years 1 to 6 is recorded on the SIMS system. Children are assessed against the following descriptors:

- U – UNABLE TO ASSESS
- E- EMERGING- CHILD READY FOR THIS AND ITS BEEN TAUGHT
- D-DEVELOPING- THE CHILD IS SHOWING THAT THEY CAN ACHIEVE THIS
- S- SECURE- TAUGHT AND USED INDEPENDENTLY OVER TIME IN A RANGE OF CONTEXTS

## **LEADERSHIP AND GOVERNANCE**

Records of children's achievements:

- are summarised termly in the form of Venn diagrams which show at a glance which children are on track to reach national expectations in reading, writing and mathematics;
- these charts are anonymised and shared with governors so that the progress of different groups can be monitored;
- this information informs termly pupil progress discussions, pupil conferencing and work scrutiny;
- all of these activities are captured in the class 360 portfolios as part of an overview of the quality of learning and teaching in each class.

## **MODERATION**

We work closely as a staff, with schools in our immediate locality and within a wider West Sussex structure to ensure that our assessment of children's attainment and

progress is rigorous and accurate. We will continue to work within this structure under the new National Curriculum. The processes operate as follows:

- teachers make regular assessments of children's progress and monitor developments continually;
  - assessments are moderated by the whole staff termly;
- these judgements are moderated again by a panel of teachers under the direction of lead moderators at a locality level- for us this means schools in the Storrington and Steyning areas.

## **PARENT CONSULTATIONS**

Parents are always welcome in school and we aim to involve them with their children's education as much as possible. Family consultation meetings take place after school on Monday evenings. An appointment system is managed from school reception. In addition, the Headteacher is always happy to listen to concerns or to offer support. Please call at the office or telephone for an appointment.

## **REPORTS TO PARENTS**

At the end of each year children take home a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by teachers. Parents / Carers are encouraged to provide feedback to the school.