



School Assessment Policy

Approved by:	Headteacher (S Houseman)
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V1	Sept 22	SH	
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1. Rationale

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

2. Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

3. Effective Assessment

At Dovedale Primary School we believe that effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

4. Co-ordination of Assessment

The assessment co-ordinator and phase team leaders work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the governors to highlight pupil progress.

5. Key Features of Assessment at Dovedale Primary School

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Teachers will regularly assess the understanding skills and knowledge retention of all pupils via quizzes, hot and cold writes; spot tests and questioning.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of the Autumn, Spring and Summer terms in maths, reading, spelling and grammar and writing. The materials used for end of term assessment in each year group are outlined below.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Y1 phonics screening
- Key Stage 1 and 2 SATs
- Interim and end of year reports

Management Information Systems

Teachers continually check pupil's progress through the daily mark sheets and fluency testing at the start and end of blocks of learning. Children are also assessed against literacy and maths targets to ensure the work they are set supports their learning.

At Dovedale Primary School we use the online NFER tracker to record pupil's attainment on a termly basis using the NFER scaled score.

Pupil progress is monitored and analysed each term by Senior Leadership Team and class teachers using the Moment in Time sheet. Intervention programmes are set up or amended accordingly and target groups of children are identified.

All data is presented on a spreadsheet to the CEO once a full term.

Key Stage SATs analysis

The assessment coordinators at KS1 and KS2 analyse Key Stage results using Raise Online. The analysis is reported to the Headteacher, staff, CEO and governors. Any gaps or trends are analysed and findings are incorporated into the School Development Plan.

Reports to parents

An interim progress report is given to parents in the spring term. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. Attitudes to learning and behaviour are also graded. When reporting to parents, we aim to be factual, and specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at parent's evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

6. Assessment Procedures and Calendar

Foundation Stage

Term 1- Information has been acquired prior to the child starting school via:

- Consultations
- Visits and discussions with Playgroup
- Early Years Transfer Record- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first 3 weeks. We are currently using the Early Excellence materials. Teachers will begin to complete the Foundation Stage Profile. Teachers work closely with parents and record achievements in the Link Book and contact book.

Term 2, 3 & 4- Assessments will be made and scores uploaded onto the spreadsheet. Analysis completed by class teachers and reported to the Early Years Leader and Senior Leadership Team.

Term 5/ 6- Evidence to be collected for moderation. Final scores to be recorded and formally submitted.

Year 1

- End of autumn, Spring and Summer term: Pupils will be assessed using the Rising Stars or NFER where applicable and results recorded. White Rose materials may be used as an additional resource.
- Term 6: Phonics check carried out and end-of-year report sent to parents.
- Class teachers discuss pupil progress with the next teacher.

Year 3-5

- End of autumn, spring and summer term: Pupils will be assessed using the NFER materials and results uploaded.
- Term 6: End of year report sent to parents.
- Class teachers discuss pupil progress with the next teacher.

Year 2 & 6

- Term 1, 2, 3, 4, and 5- Pupils will be assessed using past papers and/or CGP materials. results will be inputted at the end of each term. Analysis completed and sent to Assessment Leaders.
- Term 5 SATs tasks and tests administered.
- Y2 Class teachers discuss pupil progress with the next teacher
- Y6 Class teachers meet with secondary schools to discuss pupils.

Foundation Subjects

Teachers provide an overview of pupil achievement in the foundation subjects on a termly basis. Each pupil is judged to be either emerging, expected or exceeding in each subject these judgements are supported by the fluency testing.

Feedback

Teachers in the school use a common marking policy that is fully understood by all staff - see separate 'Marking & Feedback' policy. This is an integral part of our assessment.