



ASSESSMENT POLICY

The Aims and Purpose of Assessment

We recognise that assessment serves a range of purposes.

For the teacher and the pupil assessment:

- Provides day-to-day feedback about what is understood, known and can be done.

- Is used to identify strengths and weaknesses and to set future targets.
- Involves children in their own learning, enabling them to adopt a critical but positive attitude to their schooling.

For the teacher:

- To evaluate the effectiveness of classroom activities and the curriculum as a whole.
- To help the teacher to determine the range, type and difficulty of activities and tasks offered to the child.
- To aid in predicting the future performance of the individual child.

For the parents:

- To engage the parents as a partner in their child's learning.
- To help provide the information required for the annual written report .

For external agencies

- To satisfy the requirements of statutory obligations e.g. teacher assessment.

Assessment and Planning

Assessment is an integral part of the planning process. Assessment should be used to inform and aid the teacher in determining the difficulty, type and range of activities and tasks offered to the children. We strive to ensure that there is a dynamic link between planning and assessment, with the latter influencing the former.

The National Curriculum, Literacy and Numeracy strategies are an important part of the planning and assessment process. They contain what is to be taught and are the basis upon which we form our learning objectives. Assessment questions are used to ascertain whether children have achieved learning objectives.

Though assessment is integrated into planning, we recognise that a great deal of assessment takes place in an unplanned and ad-hoc manner. Much of the day-to-day assessment of this kind will not be recorded.

Assessment Strategies

We use a variety of assessment strategies. It is important that the assessment strategy chosen is fit for the purpose, valid and reliable. The methods used will fall into one of three categories; **formative**, **summative** and **diagnostic**. We aim to place formative assessment at the heart of the assessment process.

1. **Formative Assessment** informs the choices and plans made to help children's learning. Evaluation provides information regarding the effectiveness of the lessons delivered.
2. **Summative Assessment** provides a summary of achievement up to a particular moment in time.
3. **Diagnostic Assessment** is used to pinpoint what children do or do not know and what teachers have and have not taught well.

Category	Method	Year
Formative	Developmental feedback through marking, observation and listening.	All Years
	Individual and group evaluation of lessons.	All Years
	Year group and whole school moderation of children's work.	All Years
	Regular evaluation of the Numeracy and Literacy strategies.	All Years
	Involvement of children in the learning process, primarily through discussion and setting targets (e.g writing conferences)	All Years
	Producing and monitoring I.E.P's for Less and More Able	All Years
Summative	KS1 SATS.	Year 2
	Surrey Screening Tests	Year 3
	End of year QCA tests.	3/4/5
	KS2 SATS.	Year 6
	Annual Parents Report.	All Years
	Parent Consultations.	All Years
	Specific assessment activities/tasks	All Years
Diagnostic	NFER/MacMillan Reading Tests.	All Years
	Youngs Spelling.	All Years
	Analysis of tests including KS1/KS2 SATS tests/whole school tasks	All Years

THE PLANNING AND ASSESSMENT CYCLE

The aim of this sheet is to show how the three strands of planning, monitoring and evaluation and assessment fit together. The process is complex; here it is simplified.

1. Our schemes of work ensure progression through the school. In the case of numeracy and literacy we use the national frameworks published by the DFEE.
2. Our medium-term plans, based around learning objectives, show the activities through which we are going to teach the knowledge and skills outlined in the schemes of work.
3. Our short-term lesson plans show in greater detail how we are going to teach the learning objectives.
4. Our teachers mark book/notebook identifies the progress made by individual children.
5. Our work log lists show the activities (and therefore, the coverage) completed by each child.
6. Our marking concentrates on the learning objective and helps children to move on through constructive comments.
7. Marking is used to inform the teacher how far children have attained the lesson objective.
8. From our marking we set targets for the children. These are recorded in the back of the relevant exercise book. Behaviour targets are recorded in the Home/School liaison book.
9. Children are made aware of the strategies that they need to employ to improve the quality of their work.
10. Children who do not accomplish learning intention are identified on the weekly planning sheets.
11. Delivery and evaluation of lessons is discussed during weekly planning meetings.
12. Individual teachers evaluate lessons and comments are written on Weekly Planning Sheets and handed to the Headteacher.
13. Vertical and horizontal moderation is used to improve teacher's levelling skills.

14. Our standardised testing (Surrey Screening/QCA Tests/Youngs Spelling/MacMillan Reading) shows the quotients and levels children are achieving in relation to other children of comparable ages.

15. Class tests show how children are achieving in relation to their class and year group peers,
16. Monitoring by the leadership spine and subject co-ordinators ensures progression and high standards across the school. Classroom observation is used to develop good practice.
17. Our SEN procedures ensure that special needs children are supported and their needs regularly assessed.
18. Our More Able procedures ensure that the gifted and more able are identified and challenged.
19. Our termly parent consultations inform parents of their child's progress and problems.
20. The annual report shows coverage and assessment in all subjects. Results of QCA test results are also provided.
21. At the end of the academic year the teacher makes predictions for children's attainment in numeracy and literacy for the end of the next academic year.

ALL YEARS

- New Children in class require;

- Buff Folder
- Pupil Profile Folder. Contains:
 - Header Sheet [from Assessment Co-ordinator]
 - Internal Test Form [from Assessment Co-ordinator]
 - Parents Consultation Form [Copy enclosed]

- Target sheets required to be placed in back of English and Maths exercise books.
 - Y4/5/6 – first targets taken from children’s action plans (where appropriate)

- Teacher to complete lesson evaluations on Weekly Planning Sheet (end of week) and hand in to head teacher.

- Basic Assessment of children’s progress also to be written on Weekly Planning Sheet.

- Behaviour Targets written on coloured sheet and placed in the child’s Home School Liaison book.

- Results from any tests to be written on the Internal Test Form in the child’s Pupil Profile Folder.

- Copy of QCA Test Letter to parents to be placed into the child’s Pupil Profile Folder.

- Copy of report to be placed in the child’s Pupil Profile Folder

**Target Setting Timetable
Year 3**

TERM	WEEK	ACTION	RESPONSIBILITY	REQUIREMENTS
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	Week 4	Y3 Teachers to have breakdown of KS1 SATS Results.	Assessment Co-ordinator	KS1 SATS Results [1]
	Week 5	Levels and Quotients of Surrey Screening returned to Y3 Teachers.	Assessment Co-ordinator	Pro-forma results sheet [2]
	Week 7	Assessment Co-ordinator to provide projected KS2 forecasts from Surrey Screening results and KS1 SATS results. Also provide Internal Test Form	Assessment Co-ordinator	Results. Internal Test Form[3]
	Week 8	Y3 Teachers to set forecasts for end of Year Results (Y3 QCA)	Class Teacher	Pro-forma Forecast sheet [1].
	Ongoing	Y3 Teachers to monitor children's progress and set appropriate targets.	Class Teacher	Assessment Records
	Week 6	Y3 Children to complete Y3 QCA Tests	Class Teacher	QCA Test Papers [4] Pro-forma results sheet.[2]
	Week 9	Levels and Quotients of Y3 QCA Tests returned to Y3 Teachers. [5]	Assessment Co-ordinator	
	Week 13	Y3 Teachers to set forecasts for end of Year 4 QCA tests. [5]	Class Teacher	Knowledge of children's ability.
	Week 15	Teachers to identify More Able	Class Teacher	Pro-forma More able sheet and QCA results (children over 130) [2]

NOTES/GUIDANCE

[1] Assumes all KS1 SATS Results available. Not all independent schools take SATS. Also, children enter school who have KS1 SATS results missing. *Assessment*

Co-ordinator sends letter to parents requesting details of SATS results [some do not know!]

[2] Provided by Assessment Co-ordinator.

[3] Internal Test Form required for Pupil Profile Folder

[4] Ordered at the beginning of the year by the Assessment Co-ordinator.

[5] Scores and forecasts need to be written on Internal Test Form in Pupil Profile.

Year 4

TERM	WEEK	ACTION	RESPONSIBILITY	REQUIREMENTS
Autumn	Week 1	Y4 Teachers to have copy of Y3 Teachers forecasts for children in their class	Assessment Co-ordinator	Y3 QCA Forecasts [1]
	Week 7	Y4 Teachers to produce forecasts for end of Y4 QCA Tests.	Class Teacher	Pro-Forma Forecast sheet [1].
Autumn/ Spring	Ongoing	Y4 Teachers to monitor children's progress and set appropriate targets.	Class Teacher	QCA Test Papers [2] Pro-forma results sheet.[1]
Summer	Week 6	Y4 Children to complete Y3 QCA Tests	Assessment Co-ordinator	
	Week 9	Levels and Quotients of Y4 QCA Tests returned to Y4 Teachers. [3]	Class Teacher	Knowledge of children's ability. QCA Results
	Week 13	Y4 Teachers to set forecasts for end of Year 5QCA tests. [3]	Class Teacher	Pro-forma More able sheet and QCA results (children over 130) [1]
	Week 15	Teachers to identify More Able		

NOTES/GUIDANCE

[1] Provided by Assessment Co-ordinator.

[2] Ordered at the beginning of the year by the Assessment Co-ordinator.

[3] Scores and forecasts need to be written on Internal Test Form in Pupil Profile.

Target Setting Timetable Year 5

TERM	WEEK	ACTION	RESPONSIBILITY	REQUIREMENTS
Autumn	Week 1	Y5 Teachers to have copy of Y4 Teachers forecasts for children in their class.	Assessment Co-ordinator	Y4 QCA Forecasts [1]
	Week 7	Y5 Teachers to provide forecasts for KS2 SATS results (% forecast to achieve over level 4)	Class Teacher	Pro-forma Forecast sheet [1]
	Week 8	Review Targets and adjust where necessary.	Head, Deputy and Assessment Co-ordinator	Y5 forecasts/KS1 Data/Surrey Screening
Autumn/ Spring	Ongoing	Y5 Teachers to monitor children's progress and set appropriate targets.	Class Teacher	QCA Test Papers [2] Pro-forma results sheet.[1]
Summer	Week 6	Y5 Children to complete Y5 QCA Tests	Assessment Co-ordinator	
	Week 9	Levels and Quotients of Y5 QCA Tests returned to Y5 Teachers. [3]	Class Teacher	Knowledge of children's ability. QCA Results
	Week 13	Y5 Teachers to set forecasts for end of Year 5QCA tests. [3]	Class Teacher	Pro-forma More able sheet and QCA results (children over 130) [1]
	Week 15	Teachers to identify More Able		

NOTES/GUIDANCE

[1] Provided by Assessment Co-ordinator.

[2] Ordered at the beginning of the year by the Assessment Co-ordinator.

[3] Scores and forecasts need to be written on Internal Test Form in Pupil Profile.