

# Nether Stowey School Assessment Policy

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## Principles

### Assessment should:

1) Actively involve all learners.

We interpret this to be exemplified by:

- Stating lesson objectives, providing a reference for pupils' self-assessment and for plenary discussions;
- Habitually engaging children in discussion of their own work.

2) Be central to the learning process:

- By underpinning organisation of learning groups; allocation of time and other resources etc.

3) Be based on information that is both relevant and manageable:

- Through ongoing, informal teacher assessment based on N.C. attainment targets;
- Using the school's scheduled formal assessment procedures, beginning with the Baseline Profile and ending with Key Stage 2 SATs.

4) Identify needs, motivate learners and celebrate achievement:

- Through regular marking/assessment of pupils' work, with feedback of celebratory comments and constructive criticism (see Appendix 1).
- Be pursued in a way that keeps track of all pupils without being so intensive as to become unmanageable. Examples: targeting specific groups of learners on a cyclical basis; targeting a particular aspect of a piece of work.

5) Help plan the next learning steps:

- By informing short-term amendment to long and medium term planning.
- By providing an overview of a pupils' progress through the school (see Formal Pupil Assessment Procedures).

6) Illuminate qualitative aspects of learning:

- To reveal the true nature of a child's understanding of a topic by revealing appropriateness of a child's achievements relative to her/his assessed capability, i.e. ensuring challenge in tasks set (in essence: are we stretching or coasting?)

7) Provide information to measure past performance and set target:

Through analysis of statistical evidence –

- For the individual child;
- In assessing overall school performance.

## **2. Formative Assessment**

Formative assessment is crucial

- In informing planning.

- In raising pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed in order to facilitate this.

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils are given the opportunity to see and discuss examples of good work as model for success.
- Pupils' understanding is explored through careful questioning.
- Pupils are given constructive feedback. Where possible, this is verbal. Written comments or symbols are used to indicate achievements and areas for improvement (see marking policy).
- Pupils are set targets that are clear and achievable. One to three

targets are set for each child in Literacy and Numeracy and these are changed when appropriate. Class or individual targets may be set to improve or develop personal and social skills, where necessary.

- Pupils are encouraged to assess their own performance through-
  - Checking their own work.
  - Plenary discussions
  - Circle time.

### **3. Summative Assessment**

The following formal summative assessments are in place.

#### 1) Somerset Baseline Assessment

Administered early in the autumn term of Reception Year, this provides:

- A profile of the child's capabilities and needs at the start of her/his school – a basic aid to planning;
- A benchmark for 'value added' future progress.

#### 2) Key Stage One SATs

Administered summer term, Year 2, these:

- Provide evidence for pupil tracking;
- Inform targeting of Years 3 and 4 pupils for ALS (Additional Literacy Support – in conjunction with further evidence from ERT 1);
- Inform targeting of more able pupils;
- Inform reports to parents

#### 3) Edinburgh Reading Test 1

Administered January, Year 3, this:

- Identifies the character of an individual pupil's strengths and weaknesses;
- Assists in targeting Years 3 and 4 pupils for ALS.

4) Optional QCA Tests in Literacy and Numeracy – Years 3, 4 and 5  
Administered during summer term (ideally during KS2 SATs week),

- Assist in identifying areas of common weakness;
- Inform pupil tracking, targeting, grouping and planning;
- Can inform AEN IEPs;
- Assist in targeting Year 6 pupils for KS2 booster classes.

4) Edinburgh Reading Test 3

Administered January, Year 6, this:

- helps to identify pupils' strengths and weaknesses;
- Furnishes information for secondary transfer.

5) Key Stage 2 SATs

Administered summer term, Year 6, these;

- Give a measure of pupils' attainment;
- Inform reports to parents;
- Provide secondary transfer information;

Inform school self-evaluation in analyzing the effectiveness of teaching and learning.

Comment [JC1]:

In addition to these formal summative assessments the following teacher assessments are carried out;

#### Science

At the end of the academic year, the teachers of children in years 1 to 5 give their NC level and indicate whether it is a low, middle or high achievement in that level. This is assessed using the Collins Assessment Activities built into the Collins Science Scheme, and through the child's general performance throughout the year.

#### Portfolio Work

Administered early in the spring term in all classes. Each pupil produces a piece of work in Literacy, Mathematics and Science. The class teacher levels these. (Yr R produce one piece of written work)

These –

- Provide evidence of a pupils work, which tracks performance, year on year.
- Are useful resources for discussion with parents.
- Are mid-year indicators of performance and can inform planning for the rest of the year.

#### End of year reports to parents.

These provide an informal end of year assessment of each child in every subject and also in his or her personal and social development.

## **Reporting**

Reporting not only fulfills legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

#### Reporting to Parents

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- Annual written report to parents. (For end of key stage reports, the S.A.T.s results for the school and national comparisons. )
- Discussion with parents arising from 'open door' policy.
- Discussion with parents on twice-yearly parents' evening.
- Children sharing achievements publicly and via the school magazine.
- Relevant supportive evidence is shared with interested parties (e.g. parents, other teachers within school or cross-phase federations or clusters).
- Governors' Annual Report to Parents and Open Evenings.

#### Reporting to Governors

- Headteacher's report to Governors.
- SEN coordinator report on SEN provision.

#### Reporting to Wider Community

- Active participation and reporting on our involvement on community events and projects of interest to the general public and/or other schools.
- Year 6 teacher liaises with the secondary school in order to ensure progression and continuity and to ensure discussion of all children.

## Appendix A -Special Needs

1) It is important that assessment, particularly for less able children should focus on what has been achieved, rather than what has not.

Therefore;

- Any formative assessment through discussion or marking needs to be supportive (see marking policy).
- Any formal test must have some aspects, which are achievable for the child. Some support can be given in Key Stage S.A.T.s in line with the guidelines given. In the case of Inter-S.A,T tests it may be appropriate to use K.S.1 tests or inter-S.A.T.tests designed for earlier year groups. This may give a better indication of what the child has achieved.

2) In the case of a child with special needs it may be necessary to make additional diagnostic assessments. This will be at the discretion of the Special needs teacher.

## Appendix B - Marking Policy

A consistent marking policy has the following purposes-

- It provides the pupil with clear feedback.
- It maintains pupils self-esteem and encourages them further.
- It provides all staff with a clearer picture of a pupils abilities.
- It provides a focus for discussion with parents

The following practices are incorporated into marking throughout the school.

- Comments, or symbols, are used to indicate performance, rather than marks or grades as this gives a clearer picture to the pupil.

Comments, both verbal and written, are constructive and supportive. Areas of weakness are described as future targets rather than as a criticism.

The following symbols are used throughout the school, with a few minor adjustments to meet the needs of the oldest and youngest pupils.

worked independently

talked about

used a wordlist or dictionary

help given

seen by the teacher

spelling error - the spelling may be

given or

left as appropriate.

punctuation error

The following symbols are used as an indicator of performance.

an improvement on last piece of work

not as good as last piece of work

maintaining a steady standard.

### Reward systems

There is a whole school system of teampoints.

Within each class there are a variety of other reward systems which are age-related.

### Children with special needs

Marking should be supported by -

- giving praise and positive comments;
- focusing on specific targets for improvement;
- showing an awareness of the pupils level of ability;
- in the case of more-able children, posing challenging questions or comments.