



## **Dove CE (VC) First School Assessment Policy**

**Policy approved by the Governing Body on: 30<sup>th</sup> November 2016**

**Signed \_\_\_\_\_**

**Policy will be reviewed by the governing body by: November 2018**

### **Vision**

Dove CE (VC) First School will be a safe, caring, nurturing, happy and loving place to learn and grow, inside and outside, which inspires and provides the best for everyone who is a part of it.

### **Mission Statement**

Dove CE (VC) First School provides the best education and care based on Christian and British Values.

### **Rationale**

Assessment is an integral part of teaching and learning and is continuous. It informs planning and enables staff to evaluate the effectiveness of teaching strategies and practice. Assessment recognises children's achievements, as well as areas for reinforcement and development and can promote positive attitudes and self-esteem.

Assessment enables staff to identify needs of all children ensuring that they receive appropriate challenge at all levels.

At Dove First we recognise that pupils described as having specific learning difficulties or dyslexia have special educational needs and that these needs have to be met to the best of our ability and resources; we recognise children who are gifted and talented and recognise all pupils have skills and talents which need to be nurtured and developed. The school strives to remove barriers to learning and involve all pupils fully in activities within all curriculum areas and beyond so that all children reach their potential

### **Aims**

- To raise awareness of individual children's level of attainment and to recognise areas for reinforcement and development
- To inform future planning and enable teachers to plan for differentiation within a scheme of work
- To show progression over time
- To meet statutory requirements and ensure that teachers' assessments are as objective as possible
- To communicate effectively children's achievements to parents and to help parents understand the assessment procedures within the school
- To make assessments against agreed criteria
- To inform other members of staff, and other schools, of children's achievement
- To promote discussion between teacher, child and parent
- To identify children with short and long term special educational needs, and to assist in meeting the needs of these children within the school
- To identify the needs of all children, including more able children, to ensure challenge in learning

- To celebrate children's achievements and to contribute to the development of positive attitudes in children towards themselves

### **Objectives**

- To ensure that all teachers have a common understanding of the assessment process for consistency to be established
- To involve all the staff in the assessment process
- To use a variety of methods and strategies, such as observation, annotation, discussion and looking at outcomes, to support teacher assessment
- To continue to develop and adopt the current system of reporting to parents
- To use a variety of evidence as a reference for on-going teacher assessment throughout the school
- To use the Early Years Foundation Stage Development Matters
- To monitor assessment throughout the year to ensure a common understanding and practice
- To work within the framework of the assessment and reporting arrangements

### **Assessment Procedures**

#### **Early Years Foundation Stage**

The teachers working with the reception children complete observations in the first few weeks of school. This allows us assess their starting points and is known as their 'baseline'. The teacher observations continue throughout the year and are submitted to the head on a termly basis. At the end of the foundation stage this information is passed on to the year one teachers.

#### **Year 1 Phonics Screening Check**

During June, Year 1 children complete a phonics screening check using DfE materials and submit the results to the DfE. This can be viewed at the following address

<https://www.gov.uk/government/publications/phonics-screening-check-2016-materials>

The checks will be carried out in line with current practices and procedures as outlined in the assessment and reporting arrangements document.

### **SATs**

Towards the end of year two the children will take part in a number of activities to reinforce and support the teacher's assessments in reading, writing and maths. The tests will be carried out in line with current practices and procedures as outlined in the assessment and reporting arrangements document. All in-house assessment and record keeping procedures will be used to build a clear picture of each child, along with any SATs tests. At the end of the key stage an analysis of the children's performance will be undertaken and a report will be made to the governing body.

Example SATs materials can be accessed online and these can be used to support teacher assessment or to ensure that children have experienced the format of the tests.

### **Teacher Assessment**

We use Focus Key Assessment Criteria (based on the National Curriculum) to assess children in Key Stage 1 and 2. This follows a clear set of principles, which are based on teacher assessments. There is an Assessment Explanation booklet which outlines our procedures in more detail. Teacher assessment is concerned with the whole child and is an integral part of curriculum planning. It should ensure that the child's needs and abilities are taken into account when teachers plan for the future. It is continuous and is used to inform future learning. It takes place through a variety of methods and strategies such as observations, discussions and looking at outcomes. A teacher looks at the work produced by the child over time, across the range and breadth of attainment statements according to the year group expectations. We use a 9 point scale to assess where each child is at the end of each half term.

### **Consistency of Standards – quality assurance**

Headteachers and governors have a statutory obligation to ensure a consistency of standards within their school. By sharing our perceptions of children's learning in and across the school and in and across other schools, we will be working towards fulfilling this obligation.

It is essential that all teachers in the school have a common understanding of the assessment process for consistency to be established. Discussions based around samples of work will ensure consistency and will lead to a discussion about future steps and individual or group targets.

Teachers meet termly with other local first schools to moderate their assessment judgments and have these externally monitored at the end of each year.

### **Standardised Assessments**

Reading age and comprehension tests are conducted each term with all children who can access the tests. These give standardised scores and ages to measure progress and attainment. These are used to identify needs and inform planning.

### **Peer Assessments and Self-Assessments**

Children are encouraged to support each other in their learning and regular opportunities are planned for the children to work together to assess work against agreed criteria. As children progress through the school and develop this skill the peer assessments will become more focused. Success criteria and clear objectives can support this activity.

Success criteria can also be used to support the children's own self-assessments. It is important that children are provided with time to look over their work and improve it without prompting from an adult. They also need time to look at comments made by peers or adults on work so that they can act upon them.

### **Links with the Marking and Feedback Policy**

The purpose of verbal feedback and marking is important:

- It provides feedback and encouragement to the child
- It shows the child that you value their achievements
- It provides a focus for dialogue with both the child and parent
- It informs the child, other teachers and parents of the child's future developments

It is the intention that our assessment criteria will be reflected in our marking and reference made to the objective of the activity. Teachers will ensure that the children are aware of the audience and specific focus before undertaking a task and this may be reflected in the marking. It is important that wherever possible the child should be actively involved in the assessment of his/her own learning:

- Work that cannot be marked with the child should provide positive feedback – written, oral or through the use of success criteria
- Comments should be positive and constructive, providing the child with their next step or a reminder of personal targets
- Reference should be made to the objective of the lesson

Work that cannot be marked with the child should be marked as soon as possible if children are to act upon it. Children should be encouraged to respond to marking, making appropriate comments.

### **Special Educational Needs**

Children may have additional needs that may require intervention programmes at any point in their school career. Children's needs are met through quality first teaching; however the assessment procedures and the code of practice enable extra support to be given where appropriate.

### **Recording**

Recording is an integral and continuous process aiding communication between teachers, parents and children. It informs future curriculum planning at all levels through the completion of manageable formative and summative records. Parents have access, on request, to any records kept on their child. It is important that

records are updated on a regular basis so that the task does not become too burdensome at the end of each half term or term. The Assessment Explanation booklet makes reference to this.

### **Reporting**

Reporting not only fulfils legal requirements but is also a 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**

- Discussion with parents arising from the 'open door policy'
- Parents' evening
- Family Learning Events to raise parents awareness and understanding of present curriculum policy and practice
- Annual report to parents

#### **Reporting to Governors**

The Head provides a detailed report of all the school's activities during each Governor's meeting. A report on the SATs process and results is made each year along with a report on the EYFS and Year 1 Phonics Screening Check outcomes. At regular intervals throughout the year the Head provides the curriculum committee with information outlining how each year group is performing against age-related expectations.

#### **Reporting to the Wider Community**

- Active participation and reporting on our involvement in community events and projects of interest to the general public
- EYFS, Year 1 Phonics Screening Check and SATs results are sent to the LA
- The year four teacher meets with the middle school representatives to ensure progression and continuity

#### **Monitoring and review**

The policy will be monitored by the staff and the governing body. It will be reviewed formally every two years.