



SOUTHWICK CE PRIMARY SCHOOL

Assessment Policy

Rationale

Assessment ‘...should provide the basis of informed teaching, helping children to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which children understand what they have achieved and what they need to work on.’ (OFSTED 2003)

“Assessment for learning is 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.” (Primary Framework, 2007)

At Southwick School, we believe assessment is a vital tool to help children make progress in learning. We believe it should not only be concerned with what has been learned but also how it was learned, so that children acquire the knowledge, skills, understanding and attitudes which will enable them to be confident, motivated and independent learners. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims:

- to raise standards of achievement and promote success for all by providing a positive learning ethos in which children enjoy learning, reflect, improve and grow in confidence;
- to inform learning and teaching for children and teachers;
- to monitor how effective the learning and teaching is;
- to enable children to evaluate their own progress and develop learning skills;
- to support and inform the target setting process.

Two distinct types of assessment are identified and used in our school, both of which are essential in raising standards. These are:

Assessment for learning (AfL)

Assessment for learning helps children and teachers to identify the next steps needed to make progress. It enables teachers to match work more closely to need and identify children with specific difficulties. It takes account of children’s strengths as well as learning needs and promotes future learning through ensuring that each child knows what they have achieved against specific success criteria, what they need to do to further improve as a learner and how they can achieve this.

Assessment of learning

Assessment of learning makes a judgement about prior learning based on standardised scores or levels, for statutory or summative purposes e.g. optional SATs or other standardised tests, Vernon Spelling Tests, NFER Reading Tests etc, at a specific point in time. This informs the target setting process and is the means by which the success of a school is held to account.

Planning for Learning

- Teachers will plan lessons with clear, focused learning intentions (WALTs) and success criteria which will be shared with the children
- Learning will build sequentially and lessons will provide opportunities to revisit prior learning
- Teachers will ensure that the learning context is designed to enable the learning to take place in a way that engages the children
- To ensure that children understand what good learning looks like, opportunities will be planned to give children time to reflect on their learning, as well as receiving feedback about what they have achieved
- Teachers and other adults will work with children to set next steps in English and mathematics and in other subjects when applicable.

Guidelines for Assessment for Learning:

- Children's learning will be assessed through a variety of means including:
 - * observations of children as they learn
 - * child-teacher discussions during and after learning has taken place
 - * targeted questioning to develop thinking and scaffold learning
 - * checking understanding through testing recall of current and prior learning
 - * gaining evidence from marking day-to-day work
- Children will be given opportunities for self- assessment through:
 - * opportunities for reflection during (pit-stops) and at the end of lessons
 - * self -revision against success criteria
 - * discussion with peers or an adult
 - * contributing to the annual report to parents
- Children will be given regular feedback about the learning that has taken place. Feedback, whether written or oral, should provide children with the information they need to help them to recognise their successes, what the next steps of learning are and how to take them, so that they understand how to improve (see Marking Policy).
- All staff will contribute to the assessment process.

Record Keeping

FS2

The foundation stage profile, covering each of the areas of learning in the foundation stage curriculum, is currently used to record progress in FS2. A baseline assessment is used to assess children on entry to the EYFS.

KS1 and KS2

- The school's assessment system is used to record learning in English and mathematics against age-related expectations. Termly staff meetings will be committed to moderating children's work to ensure that judgements made are secure.
- Ongoing writing levels will be recorded on the school's writing tracking sheet
- Skills Progression Grids will be used to record progress in the foundation subjects

Copies of all assessments are passed to the appropriate SL and the assessment co-ordinator each term.

Assessment of Learning

- Thorough analyses will be carried out of SATs assessments, Vernon and NFER data and the information used to track the progress of individuals, cohorts and vulnerable groups of children (e.g. SEN, LAC, EAL and gender groups). Trends and patterns will be identified and supportive action taken to tackle any underachievement.
- Assessment will be used as a tool to monitor the effectiveness of the curriculum by:
 - * analysing how effective planning is in terms of how much progress the children are making
 - * adjusting planning, as a result of assessment, to meet the needs of the children
- Teachers, TAs, children, parents/carers, outside agencies, Ofsted/HMI will be involved in assessment. Findings will be shared with children, parents/carers, other staff, Governors, outside agencies (locally and nationally) and other schools as required.

“If we think of our children as plants, summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.” Shirley Clarke

Reporting to Parents

- Parents meetings are held in the Autumn and Summer terms. Targets, and progress made against them, are shared with parents
- Annual reports, which give clear information about a child’s progress and their strengths and learning needs, are completed in the Spring term. Parents are given the opportunity to discuss their child’s annual report with the class teacher
- At the end of KS1 and KS2, parents are given a report of their child’s achievement/attainment in SATS
- Parents are welcome to discuss their child’s progress, as part of our ‘open-door’ policy, at a time convenient to both parties

Monitoring and Evaluation

Triangulation is carried out by the SLT, to ensure consistency in assessment procedures. Support is given in the implementation of assessment through INSET and individual consultations as required.

Reporting to Governors

Progress in English and maths is reported to governors on a termly basis for cohorts and for groups of children.