

The best possible start to a lifelong education



Assessment Policy

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CAEGARW PRIMARY SCHOOL
Ysgol Gynradd Caegarw

Assessment Policy

INTRODUCTION

Accurate, intelligent, informed assessment provides valuable data for the teacher in planning learning for pupils. Assessment through positive feedback is recognised as the most effective strategy to raise standards - Professor John West-Burnham 2011.

It is a continuous process by which teachers find out about their pupils' capabilities and achievements.

It is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose and management of assessment in our school. The implementation of this policy is the responsibility of all teaching staff.

AIMS

- To provide the teacher with formative information about pupils. This enables them to identify future targets for the class, group and individual as appropriate within the subject areas (i.e. individual targets may well be appropriate within core subjects but not necessarily in foundation subjects)
- To provide each pupil with formative information about their learning stages. To enable pupils to set their own targets and take responsibility for their own learning.
- To provide a diagnostic tool which enables the teacher, or management to identify children's strengths and weaknesses and therefore target resources appropriately
- To inform medium and short term planning
- To monitor pupil progress throughout the school
- To provide information for parents about their children's progress
- To promote continuity and progression between year groups
- To ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work
- To ensure a consistent approach to judging pupils' attainment
- To identify and support special needs
- To assist in the evaluation of teaching and learning throughout the school
- To support the professional development of teachers
- To encourage teacher reflection as to the appropriateness of teaching styles employed

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- To raise standards and challenge practice

ORGANISATION

All members of staff are responsible for the implementation of this assessment policy. Assessment is carried out in the following ways:

Statutory Assessments

- For each child in the final year of Foundation Phase , a teacher assessment must be made of the level achieved in each of the attainment targets in English, Maths and KnUotW. TA (Teacher Assessed) levels must be recorded no later than four weeks before the end of the summer term and parents duly informed of their child's levels
- For each child in the final year of Key Stage 2, teacher and test assessments in the core subjects (English, Maths, Welsh 2nd language and Science) must be completed in the summer term. Again these must be reported to parents and are done so in the end of year report
- Nursery/Reception Child Development Assessment Profile (CDAP) statutory assessments are completed in accordance with W.G. advice within 6 weeks of the child starting school.

Internal Formal assessments

In addition to the statutory requirements other formal assessments are carried out in school. They are as follows:

- Regular review and monitoring of children's work
- Assessment according to skill acquisition
- NGRT reading test
- CATs test at year 5

The results of all these formal assessments, both internal and statutory are maintained in an assessment file by the school. The Senior Management Team and SENCO analyse the results annually in order to prioritise resource allocation and support throughout the school. Class teachers are provided with a copy of their individual class' results and results for the pupils that are entering their classes in the new academic year. These provide them with necessary information with which to plan their teaching for the following academic year.

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Teacher Assessment

The class teacher carries much of the formative assessment in school. This informs planning and individual, group and class targets.

Teacher assessments should:

- be made systematically and continuously throughout each key stage.
- give all pupils the opportunity to demonstrate what they know, understand and can do
- use a variety of assessment techniques.
- be carried out as part of normal classroom activities, use both formal and informal assessment opportunities.

Teacher Assessments are carried out in the following ways:

Marking of pupils work.

In FP and KS1 some pupils work is annotated and simple marking codes are used. Work is marked on a regular basis and pupils are mainly given verbal feedback, as well as some written feedback. Each KS2 class teacher follows a differentiated set of marking codes, pupils also use these codes for self and peer assessment. This ensures that each pupil has a clear understanding of the codes used by the class teacher or their peers. All work is regularly marked and pupils are either given verbal, visual or written feedback.

See marking codes for each class.

Class Records

In planning files class teachers maintain assessment and records for the core subjects of English, maths and science.

They contain a record of each pupil's attainment with regard to National Curriculum levels and provide class teachers with clear guidelines as to future targets for ability groups, and if necessary some individual pupils.

ENGLISH

a) Oracy

Children will be assessed informally. Teachers will use post-it notes to record anything notable about children's talking. Some examples are digitally recorded and used for levelling.

b) Reading

Formative reading profiles will be kept for each child.

c) Writing

Children's books are kept and examples of children's writing are levelled on a 'best fit basis.'

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MATHEMATICS

Children's books are kept and examples of children's recorded work are levelled on a 'best fit basis.'

SCIENCE

Children's books are kept and examples of children's recorded work are levelled on a 'best fit basis.'

Assessment for Learning.

Under the guidance of the class teacher pupils are also responsible for their assessment and continuous learning. This informs planning and individual, group and class targets. AFL is carried out in the following ways:

- Self assessment
- Peer assessment
- Group or class assessment of examples of work

Pupils then set their own learning targets and set targets for their peers.

CLUSTER MODERATION

Cluster moderation is completed on an annual basis, subject leaders and year 6 teachers moderate and agree on standards for levels 3, 4 and 5 in the subjects of Maths, English, Science and Welsh.

A cluster 'Standardisation' portfolio has been produced.
See MACS cluster standardisation portfolio.

EQUAL OPPORTUNITIES

When making assessments, teachers need to be aware of the dangers of bias in respect of gender, race, or social background. In the case of children with Special Needs, where evidence of attainment in maths and science is provided, it is essential to state whether a reader or scribe was necessary in the assessment process.

Items to pass onto the next class teacher

- KS1 teacher assessment results
- Pupil tracker for appropriate cohort
- 'Attainment target' assessment sheets
- Reading levels
- INCERTS e-files and data

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REVIEW

This policy will be reviewed annually or where there are changes in practice.

Date endorsed by Governing Body _____

Policy to be reviewed _____