



NORTH KIDLINGTON SCHOOL

North Kidlington School

ASSESSMENT

A POLICY STATEMENT

Introduction

Assessment is an integral part of teaching and learning and National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment in our school. The school's Assessment Policy follows, at all times, the Equal Opportunities Policy.

Purpose

Assessments will be formative and summative.

The assessments undertaken will enable the school to:

- Achieve effective target setting.
- Monitor and evaluate the effectiveness of planning.
- Track the progress and attainment of individual children through the school.
- Show attainment of subject objectives based on Age Related Expectations (A.R.E).
- Show progress made within subjects.
- Identify any 'gaps' in or extend learning that can then be addressed.
- Ensure continuity and progression.
- Compare achievement between specific groups of children (boys, girls, ethnic groups, etc).
- Monitor progress through different school phases.

Process

Formative Assessments

Teachers will make an initial assessment of all subject areas at the start of the Academic year based on previous evidence and A.R.E. objectives. This may be achieved whilst working with children directly, through observing, questioning, listening and marking.

These assessments are logged in a variety of ways:

- Making a mental note.
- Grouping children appropriately.
- Recording a score/result.
- Written comments on daily plans or in notebooks.

- Records on assessment sheets.
- Notes made in children's workbooks.
- Records of tests given at the beginning of a topic to assess prior knowledge.
- Written records of 'Structured Conversations' with parents and children.
- Comments in reading diaries or reading response journals/books.

What the school views as essential is that assessment is used primarily to identify individual needs so that future planning and teaching can support or extend learning appropriately.

Summative:

- Children will be assessed four times a year (September, November, February/March and May/June).
- Y1-5 attainment will be judged on Teacher Assessments and Target card evidence.
- Y6 attainment will also be judged on Teacher Assessments / Target Card outcomes in addition to the sitting of a formal test (SATs preparation).
- The May/June Assessment will include the administration of a formal end of year test for Reading, Maths, GPS and Writing.
- All assessed work is stored in each child's individual folder kept with their current class teacher.

Reporting

At the end of the school year, teachers assess how well each child has achieved against the end of year A.R.E in the core curriculum subjects studied. Any child identified as having a possible barrier to learning will initially be catered for by the Class Teacher (under the guidance of the SENCo) and adapt teaching accordingly. If learning outcomes are not improved by this initial action, then relevant information will be passed onto the SENCo, who will then assess and implement the next stage of the SEND Code of Practice where appropriate.

Two parent consultations are held annually and an end of year written report for each NC subject is sent to parents. Further meetings are held if necessary.

Children's Records

Each child's record is kept in an individual folder. The folder contains the child's admission form, relevant health information, copies of annual reports and previous assessed work.

Teacher records

Where appropriate, teacher assessment, together with next steps, is made clear to children in the following ways :

- Verbal feedback.
- Marking work in their presence.
- Marking work and writing comments about achievements/next steps.
- Asking questions to make them aware of their achievements.
- Challenging their thinking to lead to 'next steps'.
- Encouraging children's self-evaluation and evaluation of other's work.
- Completion of child-friendly target cards for Writing and Mathematics.

Responsibility

The implementation of the policy is the responsibility of all teaching staff.

It is the responsibility of the Senior Management Team and Subject Co-ordinators to ensure this policy is adhered to through the monitoring of learning outcomes, pupil interviews, scrutiny of planning and children's work and through classroom observation.

Feedback

Purpose:

Feedback is an essential part of the learning process. It is an effective way of keeping the child focused on agreed targets and is an important part of the assessment process. Through the implementation of this policy, children will be encouraged to look at errors in a positive manner and to become more self-critical as they become older. Although the purpose of feedback is primarily to facilitate and guide future learning for the children, teachers will be aware that children's books will be seen by parents, governors and OFSTED as a source of evidence of children's attainment.

Please refer to the Marking Policy for how feedback is provided.

Reviewed: September 2017

Next review: September 2018