

The Shrubby School

A Policy for Assessment

Introduction

This policy has been drawn up in line with the context of the National Curriculum 2014.

At The Shrubby School we use assessment in a number of ways, in brief these have three distinct purposes:

- To assess what children understand about a given topic or concept (diagnostic assessment)
- To improve learning and provide the next step. (formative assessment)
- To assess a child's learning in terms of progress and attainment at the end of a given period of time. (summative assessment)

How do we assess?

Teachers strive to maintain a balance within a range of assessment tools. All assessment should enable pupils to know precisely what they have done well and what they need to do in order to improve. Assessment needs to be linked to the work or Learning Objective/s so that pupils know what aspects of their work will be assessed.

1. Talking to children, questioning and observation. (diagnostic and formative)

Talking and listening to pupils is central to effective teaching and learning and may take the form of careful questioning techniques, followed by brief supporting comments in class or a longer discussion with individuals/groups about a particular piece of work. Oral feedback is one of the most effective ways of helping pupils to assess their own 'work in progress'; to evaluate what they have completed and to set targets for improvement.

Teachers observing children talking to their peers in group work or looking at how children approach a given task also helps teachers assess understanding.

Differentiation in questioning is an important tool for teachers in assessing understanding. The different learning styles of the children should also be taken into consideration so that children can

2. Assessments of children's day to day written work (diagnostic and formative)

The Shrubbery has a marking policy, which is an agreed policy on why, what and how we should mark. (see marking and feedback policies for Infant and Junior School). The Infant and Junior Marking Policies stress the importance of children having a clear learning objective, understanding how to succeed and receiving positive feedback either written or oral. The policy sets out a consistent robust approach. Children are encouraged to take the next steps or helped towards practise of an attainment target still to be secured.

Formative assessments are also used to track progress. The school uses the following formative assessments

Key Stage 1 Year 1 and 2	Key Stage 2
'Busy Ants' Assessment Tests	'Busy Ants' Assessment Tests
'Rising Stars' Assessment Tests	'Rising Stars' Assessment Tests
Class word building supported tests	Class tables tests
Class spelling	Class spelling tests
Class tables tests	Moderated writing assessments
Moderated writing assessments	

In classrooms reminders, visual or written, relevant to current areas of learning, should be on view to support children working.

3. Summative Assessments

. The Shrubbery uses the following summative testing.

Summative assessments can be used to indicate individual progress or as an indicator of group progress or to compare children against national expected standards

Key Stage 1 Year 1-2	Key Stage 2 Year 3-6
Suffolk Reading Tests GL Assessment Tests (externally marked) Key Stage 1 SATs Year 1 Phonic Tests	Suffolk Reading Tests NFER Spelling Tests Key Stage 2 SATS Non-Verbal Reasoning Verbal reasoning GL Assessment tests (externally marked)

Self-assessment

To encourage independent learning and ambition, children are encouraged to self- review their work considering the learning objective as a focus. This can take the form of questioning, a written response or indicator on a piece of work such as a smiley face.

How is assessment used ?

Assessment is used to inform future planning and targets for a class, group or individual. Individual targets are made clear to children and shared with parents. Assessment can also be used as an indicator that the curriculum and the key objectives are being sufficiently accessed by groups within school such as children with educational need or English as an additional language.

Assessment is used to inform children and parents of progress and targets. Assessment information is shared with teachers in school who will teach an individual or group and is also sent on to a child's next school to maintain continuity.

The Shrubbery School uses 'Classroom Monitor', an online secure system of recording assessment data.

Monitoring assessment procedures.

Work is sampled in school by the Head and Deputy. Year group teachers meet to moderate work according to the National Curriculum. Mrs Hodgetts SENCO meets with staff to discuss individual assessments of children identified as needing support and helps to identify children needing support.

Mrs Hodgetts meets with Head and Deputy to discuss progress of individual children not meeting attainment targets.

Equal Opportunities

We aim for our assessment strategies to be fair and challenging for all our pupils. Where extra need is identified for any pupil interventions are put in place.

Assessment materials should be free from bias e.g. cultural and gender.

During statutory tests and tasks, extra support is provided within the given guidelines.

In Years 1-6, children practise tests in more formal situations to increase confidence and give all children a fair chance when confronted with end of key stage tests.

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