

ALFRED STREET JUNIOR SCHOOL

ASSESSMENT POLICY

This policy relates to the use of assessment across the school in a variety of formats.

AIMS AND OBJECTIVES

- To raise standards of child achievement through assessing and evaluating attainment.
- To use assessment to provide high quality teaching focused on the prior achievements and learning needs of the children.
- To use assessment as a tool for target setting for pupils.

These are directly in line with the aims of Alfred Street Junior School as stated on the School Development Plan.

WHAT IS ASSESSMENT FOR LEARNING?

Assessment for Learning:

- is embedded in a view of teaching and learning of which it is an essential part
- involves sharing learning goals with children
- aims to help children to know and to recognise the standards they are aiming for
- involves children in peer assessment
- involves children in self-assessment
- provides feedback which leads to children recognising the next steps and how to take them
- is underpinned by confidence that every child can improve
- involves both teacher and children reviewing and reflecting on assessment data.

WHY ASSESS?

The staff have identified the key features of the purposes of assessment. These are that;

- Assessments made by teachers inform daily and weekly planning, and allow learning to be matched to the needs of the pupil.
- The key learning outcomes of each subject or learning experience have been identified, so that assessments made against these can be used to help develop children's learning.
- Assessment practice helps pupils to understand what they can do and what they need to develop.
- Assessment of pupils' learning is reported to parents in a way that identifies achievements and what the child needs to do to improve.
- Core assessment data on each child is updated each year and passed to the receiving teacher or school to aid future planning.
- Pupils and teachers work together identifying targets for learning and ways of achieving these.

MANAGEMENT AND MONITORING

The policy will be co-ordinated, managed and evaluated by the headteacher, who will have overall responsibility for overseeing the policy.

Staff have been involved in formulating the policy and have approved the document at final draft, prior to implementation.

Year teams work together to implement formative and summative procedures within each year group. Assessments are used to inform future planning and give an indication as to the progress and areas for development with individual children.

PLANNING

Long term planning involves all staff and reflects the ethos and aims of the school. Currently there are a number of resources for evaluating and assessing the core subjects. Foundation subject co-ordinators will seek further guidance and look out for suitable resources for assessing their subject.

Medium and short term planning clearly identifies the learning objectives and thus opportunities for assessment. Assessment occurs in a variety of formats; informal, written, oral, formative and summative. Assessments are then used to inform teachers' planning on a daily, weekly and even annual basis.

ASSESSMENT FOR LEARNING

Through the use of structured marking and specific comments children are aware of what they are achieving and their areas for development. From this, children have their own individual learning targets which are derived directly from their work and are kept in their books, to which they can refer.

Assessment also occurs globally within the classroom, whereby areas for development are identified for specific groups or the whole class.

The many different layers of assessment which occur on a daily, weekly and annual basis provide staff with an overview of attainment at individual and whole class level.

MARKING/FEEDBACK

The school has a marking policy which provides further consistency and structure across the key stage and feeds directly into target setting.

For further details see the marking policy.

CURRENT FORMAL ASSESSMENT

Currently the following assessments will be used:

1. Across the school
 - Salford Reading Test
 - Vernon Spelling Test
 - Maths - How Well Are We Doing?
 - Maths - Brainboxes
 - APP for all pupils in maths (from September 2009)
 - APP for sample groups in English (from September 2009)

2. Years 3 - 5
 - QCA English and Maths in Jan and May
 - Rising Stars Maths end-of-unit assessments
 - Rising Stars Science end-of-unit assessments
 - Rising Stars English assessments
3. Year 6
 - Old SATs assessments in English, Maths and Science

It is intended that, if the Rising Stars assessments prove successful, QCA tests in January will be dropped.

RECORD KEEPING

Records are kept by individual teachers of the assessments they undertake, and the subsequent results. The mid year and end of year QCA exams occur throughout the school. The results are collated within the year band and analysed, copies of these are given to the headteacher and are entered on to the Assessment Tracking Spreadsheet to allow for tracking of particular cohorts throughout the school. Results for other assessments are also given to the headteacher for entry on spreadsheets and for analysis.

REPORTING TO PARENTS

There are two formal parents' evenings and a written report sent out to parents annually. These contain information on the child's progress based on all assessment and observation throughout the year. Contained within this are individual targets for each child, and year six parents also receive a copy of their child's SATs results.

DISSEMINATION

This policy will be circulated to all teachers and governors and will be made available for parents to view, if requested, at school meetings, parents' evenings or from the school office.

John Kidney
July 2011
To be reviewed July 2012