

The Pier Head Preparatory School



ASSESSMENT POLICY

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational targets may be set and children's progress expressed and monitored. This process is carried out in partnership with children and parents.

Assessment should be systematically incorporated into teaching in order to recognise problems and chart progress. Assessment allows the school to strengthen learning across the curriculum, and allows teachers to enhance their skills and judgements.

This assessment policy should be read in conjunction with the schools 'Teaching and Learning' and 'Marking and Feedback' policies.

Assessment procedures at The Pier Head Prep Primary School are free from bias or generalisation in respect of gender, class, race or disability.

Principles

In using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when a pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

Formative: This is the ongoing assessment carried out by teachers, both informally and formally, during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed following the assessment.

Summative: This occurs at defined periods during the academic year, such as nationally timetabled SATs tests, or at the end of units of work. Summative assessments help teachers in making end of year 'best fit' assessments, and are also of use to track a child's progress year on year. National Curriculum levels will be awarded, and the class teacher will also consider whether the child has just attained a level (c), is working well within the level (b) or is a strong level (a).

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data eg: miscue analysis, etc. Further information may be obtained from the SENCO.

Most information gathered about children’s progress will be analysed and used to give further insights into the performance of individuals, cohorts and the school, e.g.

Is there evidence of adequate progress from one year to the next?

Are children achieving better in some subjects than in others?

Do girls and boys perform equally well?

Assessment Framework

Assessment at The Pier Head Prep Primary School is time tabled throughout the school year. The assessment co-ordinator produces an annual assessment calendar (see example appended) to inform all staff when assessments are due to take place.

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|-------------------------------------|-----------------------------------|---------------------------------------|-------------|-------------|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| Foundation Stage Profile completed. | ELS Screening | End KS1 National Curriculum Test/Task | QCA Op. SAT | QCA Op. SAT |
| Year 5 | Year 6 | | | |
| QCA Op. SAT | End KS2 National Curriculum Test. | | | |

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| All Year Groups | Teacher Assessment/End of Year Targets - set Oct and reviewed in the following Spring. Reading/Writing/Maths Target Setting fits into the annual cycle of school review, planning and action. | Half Termly: Assess and Review against Key Objectives (Maths) Integrated Tasks (ICT) End of Unit assessments (Foundation Subjects) | Termly: Levelled Writing Assessment | Other: PIPS/Spelling Reading Summative Level for Science/ICT |
|-----------------|--|--|-------------------------------------|--|

Records/Record keeping

Teachers use records to review pupil progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Electronic results stored in school’s SIMS/Assessment manager system. All results are entered into this system to enable effective pupil tracking.
- Teacher’s plans (children achieving above or below expectations are recorded).
- Children’s work.
- Teacher’s notes e.g. significant outcomes from a unit of work.
- Foundation Stage Profiles.
- Op.SATs/SATs results.
- Teacher Assessments/Targets.
- Numeracy Key Objectives.

- End of Year reports to parents.
- Informal test results.
- Records of levelled work.
- ICT integrated task assessments.

In order to summarise all evidence of achievement, school keeps an ongoing electronic record of each child's attainment in the core National Curriculum subjects. Other subjects are summatively assessed at the end of the school year, drawing upon judgements made and recorded by class teachers over the course of the year.

Records will be passed on to the pupil's new teacher every July to enable staff to have an overview of their new class before the new school year. Some records will also be sent on to new schools when a pupil leaves The Pier Head Prep

Primary

Reporting

School reports are legal documents, and we are obliged to report on a child's progress yearly. Reports promote and provide:

- Good home/school relationships.
- Information for parents.
- An opportunity for discussion with parents.
- In some cases, information from outside agencies.
- Targets for the children.

A written report for each child is sent to parents, once a year, towards the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher makes a general comment on the child's progress and sets targets for the future.

For children at the end of KS1 and 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend two formal interviews with the teacher during the year. Should the need arise; parents are also welcome to discuss the progress of their child with the class teacher/ Head teacher at other times.

Monitoring and Evaluation

Assessment, recording and reporting procedures are monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed.