

# Yohden Primary School Primary Assessment Policy and Guidelines

## **Rationale**

Assessment forms an integral part of effective teaching and learning, allowing children to achieve their true potential.

## **Aims**

- To gather information about the performance of individual children, groups, and cohorts of children in order to inform target setting.
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement and trends of performance

## **Principles** (Assessment, Recording and Reporting)

Assessment may take many forms and range from informal day-to-day teacher assessment to the formal processes involved with end of key stage assessments. Assessments may be formative (assessment for) or summative (assessment of). Effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets.

## **Monitoring and Evaluation**

The assessment co-ordinator and Head Teacher will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, children and parents/carers
- Sampling teachers' planning
- Lesson observations
- Work scrutiny
- Tracking children's progress
- Sampling children's records and reports

## **Special Educational Needs**

The SENCO will liaise with all concerned to ensure information on individual children with educational needs supports their teaching and learning.

Children working well below National Curriculum levels may be assessed using P levels.

## **Equal Opportunities**

The assessment policy and guidelines encourage the practice of inclusion for all.

## **Governors**

The governor, responsible for assessment, is involved and regularly updated.

**Date agreed:**

**Date of review:**

## Guidelines

At Yohden Primary School we recognise the importance of assessment (both summative and formative) and how it can be used to develop children's learning.

### **Summative**

Foundation Stage

- Foundation Stage Profile

Key Stage 1 – English and Maths

- Teacher Assessment supported by tasks/tests

Key Stage 2 – English, Maths and Science

- Statutory Assessment Tests,

*(List details of any other tests used)*

The school also uses QCA non-statutory tests at Y3, 4 and 5 to track children's progress. Teachers use information from these assessments alongside their own teacher assessments to submit data into the school's tracking system. [SAMPA]

Teachers are aware of the progress (sub levels/ APS) that individual children should make in each year. They are also aware of the national expectations at the end of each academic year.

Year 1	Level 1a
Year 2	Level 2b
Year 3	Level 2a/3c
Year 4	Level 3c/3b
Year 5	Level 3a/4c
Year 6	Level 4b

This information helps teachers identify children who require additional intervention

## Formative

Key to children's development at \_\_\_\_\_ are the day-to-day assessment strategies used by teachers and children themselves. These include:

- Informed planning (lesson objectives, success criteria)
- Positive / specific oral and written feedback (see Marking and Feedback policy and guidelines)
- Children involved in self and peer assessment
- Effective questioning
- Parents / carers involved in their children's learning

## Foundation Subjects

Foundation subjects are assessed against [International Primary Curriculum rubrick which are aligned to the National Curriculum Levels](#) and the Local Authority's Key Tracker Sheets (PIAT).

## Moderating

Teachers share a common understanding of levelling, feedback and target setting.

[Key Stage moderation and work scrutiny](#)

[End of year moderation as part of transition arrangements](#)

*(Include relevant information for example moderating, work scrutiny, school portfolio)*

## Recording and reporting

Teachers use assessment information from previous teachers to inform future planning.

Yearly reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for Literacy and Numeracy, in addition to general targets.

In Reception the end of year reporting is through the Foundation Stage Profile.

Parents' evenings are held in the [Spring and Summer Terms while a written report is provided in the Autumn Term](#)

## Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve their full potential.

When children move schools, information is sent through the CTF (common transfer file).