Reviewed: 21/01/2020
By: T&L Committee

Newton Poppleford Primary School

Assessment Policy

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to the child's needs.

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

1. **Nature and Purpose of Assessment**

1.1 Assessment has three main functions:

- To help in planning work by informing the teacher about what a child can already do; i.e. What he/she has attained. (formative assessment)
- To inform teachers, schools and parents about what a child has so far learned to do by the end of a particular stage. (summative assessment)
- To facilitate realistic target setting.

1.2 The majority of teacher assessment will be formative and for that reason must be an on-going activity in all classrooms.

1.3 It should help teachers to:

- plan work matched to children's attainment level
- identify where specific help is required
- help children progress

2. **Entitlement**

2.1 Teachers of children in Year 6 and Year 2 will be responsible for adhering to the statutory assessment requirements as outlined by the DfE

2.2 In addition to statutory requirements other formalised assessments will be carried out according to the assessment schedule.

2.3 The programme for assessment will include:

- On entry assessment in Early Years in line with the current curriculum
- Assessment at the end of Early years in line with the current curriculum
- DfE assessments for Year 6 and 2 in line with statutory requirements
- Phonics screening tests in Year 1 and Year 2 (where necessary) in line with statutory requirements
- Summative termly assessments for years 1 – 6 in Maths, Literacy and GAPS in line with the programme drawn up by the SLT
- Any other relevant assessment to support a child's progress
- Spelling assessment at the beginning and end of each school year.

3. **Implementation**

3.1 Formative assessment arrangements for numeracy and literacy, are to be agreed upon in line with national guidance and FFT Aspire Pupil Tracking is used to record this data..

3.2 Assessments should be considered at the planning stage in order to ensure that work is matched to the range of levels at which the children are working within each class.

4. **Responsibilities**

4.1 Each teacher has a responsibility to assess children, record attainment and verify their assessment. Using FFT Aspire Pupil Tracking where appropriate

4.2 In addition the Headteacher will need to ensure that:

- National Curriculum is being implemented this includes the statutory assessment arrangements
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- Schools assessment standards conform to National Standards and guidelines and there is a developing understanding of these within the school.

4.3 Assessment Co-ordinator/ Headteacher will be responsible for ensuring:

- SATS are administered during the appropriate period of time and to all Year 2 and Year 6 children
- Year 1 Phonics tests are administered at the appropriate time to year 1 and to any year 2 pupils as necessary
- All relevant standardised scripts are ordered and supplied to the appropriate teachers
- All manuals are distributed and returned
- All special arrangements are organised
- Headteacher has copies of all test results
- Reviewing the schools assessment and policy arrangements
- FFT Aspire Pupil Tracking is kept up to date by teachers in line with this policy.

4.4 Year 1, Year 2 and Year 6 teachers will be responsible for:

- Administering the Standard Assessment tasks in English and Mathematics as and when required as specified by the DfE
- Completing the appropriate record forms and the results to parents by the end of the Summer Term

- Undertaking appropriate assessment training

4.5 All teachers will be responsible for:

- Administering, marking and standardising tests
- Preparing official records for transfer to receiving schools at the request of the Headteacher
- Planning and executing assessment activities for modules of work and as outlined in their planning
- Participating in arrangements for target setting
- Maintain progress records in numeracy, literacy and science on school pupil tracker

5. Record Keeping

5.1 Record keeping is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents. However it must not be so detailed that it hinders teaching and learning.

5.2 As a staff our aim is to achieve continuity and progression in each child's learning; the achievement of this aim is founded on the quality of the records which we keep and the use to which they are put by the teacher in planning future learning.

5.3 All teachers will maintain progress records in numeracy and literacy using FFT Aspire Pupil Tracker at least half-termly.

6. Implementation of Record Keeping Requirements

6.1 Each teacher will be responsible for maintaining the following:

- A detailed medium term plan of teaching and assessment activities
- Numeracy/literacy progress/attainment record using school pupil tracker
- Copy of individual educational plans
- Annual attendance records

6.2 When a child moves to a new school all of the above records must be sent, updated within 15 days.

7. Reporting to Parents

7.1 Each year there will be opportunities for parent - teacher contact.

7.2 The first will be in the Autumn term and will be informal in nature. It will be based on an appointment system and will give an opportunity for the parent to meet the teacher. No work will be presented at this meeting. Each appointment will last 5-10 minutes.

7.3 The second will be at parent meeting and will take place on a date towards the end of the spring term. This meeting will give the parents a chance to understand their child's progress to date. These meetings will be on an appointment basis.

7.4 During the Summer term the parents evening will be offered following reports being sent out. Again, the parents evening will be on an appointments basis.

8. Reporting

8.1 The annual report provides parents with a summary of their child's achievements in all aspects of school life over the course of a year. It enables parents to see clearly what progress has been made and what can be done to assist progress in the future.

8.2 By commenting clearly and perceptively on the child's progress, and by the inclusion of targets for future learning the report can help parents, pupils and receiving teachers see how progress can be best made.

9. Implementation of Reporting Arrangements

9.1 Parents of all pupils of statutory school age must receive an annual written report containing the following:

- Details of the child's general progress

9.2 All comments will be give a clear picture of the child's attainment in each subject. Special care should be taken to ensure correct spelling and punctuation is used. All reports must be given to the Headteacher at least one week prior to reports being sent out.