

Weaverthorpe C.E. Primary School

Assessment Policy

Revised and Updated Autumn 2000

Whole School Assessment Policy.

1. Introduction.

- 1.1 Assessment compliments and helps teaching and learning. It is an integral part of National Curriculum statutory procedures.
- 1.2 This policy outlines the purpose, nature and management of assessment in our school.
- 1.3 The Assessment Policy is closely linked with the policies on record-keeping reporting and marking.
- 1.4 The Assessment Policy reflects the consensus of opinion of the whole teaching staff and was discussed and agreed during January 1999. It was revised and updated in October 2000.
- 1.5 The implementation and ownership of this policy is the responsibility of all the staff.
- 1.6 The school's Assessment Policy was approved by the Governing Body in January 1999.
- 1.7 The school's Assessment Policy will, at all times, give regard to Equal Opportunities.

2. The Purpose of Assessment.

- 2.1 Assessment is an integral part of teaching and learning and as such serves several purposes.
 - * "formative" i.e. that assessment should be an important part of curriculum;
 - * planning and used in mapping out the next steps in children's learning;
 - * "diagnostic" i.e. that assessment provides a detailed picture;
 - * "summative" i.e. that assessment provides a "picture" in time of a child's development.

2.2 Assessment is the servant of the curriculum and not its master.2.3
Assessment is a vital part of teaching and learning and as such should aid teacher's planning work, identifying problems and helping children make progress.

2.3 Effective Assessment should lead to effective target setting.

3. Statutory.

3.1 Baseline assessment takes place in the 1st seven weeks of a child entering the reception year.

3.2 At the end of each Key Stage (1 and 2) a teacher assessment must be made at the level achieved in each of the three core subjects of English, Mathematics and Science.

3.3 Standard testing in the core subjects must be administered in accordance with the instructions from SCAA and results recorded no later than 2 weeks before the end of the Summer Term. The Key Stage 2 tests must be dispatched for external marking at the requested time.

3.4 Teacher assessments are made (continuously) throughout the two Key Stages

4. Entitlement.

4.1 In addition to the statutory requirement, the following assessments will also be carried out in school.

- * Teacher Assessment will be carried out in English, Mathematics and Science in all Year Groups.
- * In Key Stage 2 group reading tests will be undertaken in the week preceding each half term holiday. Results will be processed and targets revised
- * On admission, all children will be assessed using the NYCC baseline assessment.

5. Planning.

5.1 Each member of staff should be familiar with the programmes of study.

5.2 Year/School planning for Curriculum and assessment will help ensure breadth and balance. The three main areas of planning involve:

- * Long term Planning. Key Stage 1 based on a 2 year rolling programme. Key Stage 2 based on a four year rolling programme.
- * Medium Term Planning. Teachers produce termly plans identifying Programmes of Study and curriculum coverage. Each term children will be assessed in all three core subjects.

* Short Term Planning: Planning books will be used to identify the learning experience. This will include developing skills and practical problem solving and creativity linked to the National Curriculum. Children's targets need to be identified at this stage.

5.3 Planning Books should identify the teaching style that will take place.

6. Process.

6.1 In English, Mathematics and Science, teacher assessment will be made each year against the agreed targets. Three assessments per core per term to be made against agreed targets. These will be linked to the level descriptors in the Summer Term.

6.2 Levels will not be reported on in the foundation subjects.

6.3 In ICT, D&T, History and Geography, teacher's assessments should be made against the programmes of study.

6.4 In Art, Music and PE assessment is made using the end of Key Stage statements as a guide.

6.5 In all foundation subjects, assessments made will be used in future planning and be used as a basis for reporting to parents.

6.6 A child has achieved a particular level when the teacher is reasonably sure that the child could repeat the performance. A 'best fit' indicator will be used.

6.7 Teacher assessment has the same importance as SAT levels.

6.8 Teacher Assessments should:

- * be ongoing throughout the year and inform future teaching;
- * be carried out in the context of the classroom;
- * allow children to demonstrate what they know;
- * allow for differentiated work; show a variety of assessment techniques and be both formal and informal in approach;
- * be rigorous in its application.

6.9 Children should be encouraged to self-assess their own work.

7. Review.

7.1 The effectiveness and usefulness of the Assessment Policy will be evaluated by all members of staff should the need arise, but no later than the Autumn Term 2003.

