



Longwood Primary School

Assessment Policy

Introduction

We believe that assessment is at the heart of teaching and learning, providing information to improve learning experiences and achievements. Assessment is incorporated into all aspects of the teaching and learning experience, it informs us of what the children have learnt and where they need to go. Our children are given regular feedback on their learning so that they understand what they have achieved and what it is that they need to target for future success. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Our assessment procedures are free from any bias according to a child's sex, race or social background.

The Nature and Purposes of Assessment

Assessment is the process of forming judgements based on information and therefore is an integral part of teaching and learning, serving several purposes:

Assessment of Learning

Summative assessments are used to give a child a level at a particular point in the school year through the use of standardised tests. These include the end of Key Stage 1 & 2 SAT's tests, QCA Optional tests (in Years 3, 4 and 5) and end of unit assessments.

The Assessment Reform Group has defined assessment for learning as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. Formative assessment is an on-going process carried out in all lessons, it is central to classroom practise and influences where the children's learning will be developed in future planning. For assessment to be successful our learners need to be aware of where they are and where they are moving to.

Diagnostic assessment

This provides more detailed information about individual children's strengths and weaknesses. All assessments can provide diagnostic assessment. This is the core practise within our Early Years Foundation stage. Using the end of year summative assessments core coordinators, alongside the assessment coordinator, analyse the achievements across the school and the key area to target through our whole school curricular targets.

Assessment is a fundamental part of teaching and learning. It should help teachers to:

- Plan work matched to a child's level of attainment
- Identify where specific help is required
- Help children progress through setting targets
- Track pupils' progress across the key stage



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Assessment in EYFS

On-going assessment is an integral part of the learning and developmental process. Assessments are based on adult's observations of what children are doing in their day to day activities. Judgements are based on observational evidence gathered from a wide range of learning and teaching contexts.

All adults working in the early years setting:

- Make systematic observations and assessments of each child's achievements, interests and learning styles.
- Use the observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.
- Match the observations to the expectations of the early learning goals.

Methods used to record child's progress:

- Learning journeys – a detailed observation of child's learning and development through play.
- Magic moments - quick notes of achievement recorded on sticky labels.
- Lesson assessments – judgements and observations noted on planning, magic moments or recorded on a class list.
- Adult initiated assessments – when a child works with an adult and judgements are made on their learning achievements.
- Parental contributions – judgements notated of child's achievements within the home setting. Also the use of the reading diary and maths homework book to record literacy and numeracy progress.

The 'My story' booklet (for Nursery children) and the EYFS Profile (for Foundation children) are ways of summing up each child's development and learning achievements. They are based on on-going observation and assessments in all six areas of learning. Each child's level of development is recorded against the thirteen assessment scales derived from the early years framework. Consistent and independent behaviour predominantly from children's self-initiated activities form these judgements.

The EYFS Profile allows us to produce data and graphs highlighting the child's progression and areas for further development. Paper copies of the profile are stored in the child's academic portfolio.

At the end of the year a written summary based on the assessments scales is provided to the parents. However, parents can book an appointment at any convenient time to speak to the teachers about their child's progress or attend our parental consultation evenings.

Entitlement and Statutory Requirements

For each child in the final year of Key Stage 1 and the final year of Key Stage 2, teacher and test assessments in the core subjects must be completed in the summer term. Teacher



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assessments in all applicable attainment targets must be made continuously throughout the key stage. For pupils who move to a new school other than at the end of a key stage, the current requirement is to provide the receiving school with the latest Teacher Assessment levels for all attainment targets in English, Maths and Science.

In addition to the statutory requirements, other assessments will be carried out as follows;

Assessment Schedule

Years 1 – 6

Science

At the beginning of each unit children complete an initial assessment to establish what they already know and what they need to learn. This feeds into the teachers' planning and ensures the lessons are tailored to the needs of the children. On completion of the unit of work the children complete summative tests tailored towards subject knowledge and knowledge of AT1 investigative skills.

Each year group completes an end of year summative test

Numeracy

When each class begins a new 'block of work' in maths (each block is either 2 or 3 weeks long) a formative review of knowledge is completed to establish which objectives the children understand from their previous work and which areas need to be targeted. This process informs the planning for the following weeks. At the end of the unit a summative assessment of the block is completed to give a national curriculum level and sublevel.

Literacy

At the end of each term a piece of unaided writing is levelled by the teacher using the Staffordshire writing grids. This is moderated within the year groups. In addition to this a Teacher assessment is completed for each child's reading level.

End of Year assessment schedule Year		Summer Term
F		
1	End of Year Final tests from Achieve Science and Maths TA for writing and reading	
2	Year 2 SATs English and Maths Teacher assessment of Science	
3	QCA National Tests Y3 English and Maths	
4	QCA National Tests Y4 English, Maths and Science	
5	QCA National Tests Y5 English and Maths	
6	Year 6 SATs English and Maths TA for Science	