Balcombe C E (C) School



Assessment Policy

Adopted by Governors: Sep 2015

Reviewed: Mar 2016

Next Review: Mar 2017

At Balcombe CE Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

What is Assessment?

Assessment is finding out what each child knows, can do and understand in terms of the curriculum. Our assessment process also identifies each child's interests, strengths, learning styles and reflects their personal, social and emotional development. This information is then used by class teachers to plan the best possible next steps for learning, to enable good progress.

Assessment is formal and informal, ongoing and systematic, with constant liaison between professionals working with the children. In order to set meaningful targets for each pupil, we involve individuals in their own assessment, alongside the views of their parents.

Types of Assessment

During the course of each year, we collect a range of assessment information for each child. Assessment falls into two distinct types. These are:

Formative
Formative assessment helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Formative assessment essentially promotes future learning, often expressed in 'next steps' targets and teacher's planning.

Summative
Summative assessment is more associated with judgements based on scores or levels for statutory or summative purposes. Summative assessment describes and labels past learning and gives a snapshot of a child's attainment on a particular day. It is useful for benchmarking and comparative purposes.

Both formative and summative assessments are essential in raising standards and therefore are embedded throughout the school. These two assessment types are complimentary in many senses and have an equally significant role to play when making teacher assessment judgements.

The lists below give examples of the kinds of assessment evidence used. They are by no means exhaustive.

Formative Assessment	Summative Assessment
• Observations • Self-assessment • Dialogue • Marking/verbal feedback • Pupil voice • Knowledge of previous learning	• Baseline • Phonic checks • Standardised tests • Weekly tests (spelling/tables) • End of unit assessments • SATs • Reports

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason pupil progress meetings are held regularly throughout the year.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

Teachers are supported in their judgements through regular progress meetings, staff meetings and locality moderations.

What assessment information does the Senior Leadership Team/SENCO collect?

* Notes that have been recorded from pupil progress meetings
* Standardised test scores which are shared and used to demonstrate whether or not 'the gap' is closing.
* ILPS/SEND folders in order to monitor evidence of progression.
* Tracking grids to show summative judgements against the national curriculum objectives
* County windscreen document which shows where children are in relation to national expectations.
* Case studies are completed for children who are considered vulnerable.

Who is our assessment information shared with?

* Children – through verbal feedback and discussion, target setting and focussed marking.
* The whole teaching team and if appropriate, other adults (volunteers) in the classroom.
* Parents – through open and honest discussions, open afternoons, reports, parent evening consultations.
* Governors through reports and discussion at meetings.
* Local Authority as requested.

How do we ensure assessment is manageable?

* We only collect what is necessary.
* A timetable for the year gives staff advance warning and spreads the load
* Pre-prepared grids are used where possible to record targets, discussions etc.
* By encouraging staff to use some class time to assess children, rather than view all assessment as an activity for after school.
* By using teaching assistants to carry out some assessments and be responsible for feeding back key information to teachers.
* Using a combination of feedback strategies means that all responses to children's learning do not necessarily need to be recorded in books in a lengthy manner. Verbal feedback is valued as it can be immediate and usually involves a conversation between the adult and the child.
* Children are taught to self-assess and evaluate the efforts of others.

Assessment Calendar

Aut	**September** Baseline formative assessments to start the year including EYFS and SEND	**October** Standardised test – HAST spelling, Salford reading (KS2), Reading now (KS1) Formal assessment week prior to half term Parent consultations	**November** Book scrutiny	**December** Formal assessment week prior to holiday Pupil progress meetings Data grids
Spr	**January** Book scrutiny	**February** Standardised test – HAST spelling, Salford reading (KS2), Reading now (KS1) Formal assessment week prior to half term	**March** Formal assessment week prior to holiday Pupil progress meetings Parent consultations Data grids	
Sum	**April** Book scrutiny	**May** Formal assessment week prior to half term SATs – KS1 and KS2	**June** Standardised test – HAST spelling, Salford reading (KS2), Reading now (KS1) Y2 teacher assessment judgements Year 1 phonics check EYFS profile Y6 teacher assessment judgements Written report to parents	**July** Formal assessment week prior to holiday Pupil progress meetings **Data grids**