

NORTHILL CHURCH OF ENGLAND VOLUNTARY AIDED LOWER SCHOOL

Assessment, Recording and Reporting of Achievement Policy

Philosophy

We believe that assessment, marking and recording should be seen as an integral part of planning and teaching in order to give information about the specific abilities and achievements of pupils, assisting the teacher when selecting learning opportunities. Assessment should be realistic, manageable and informative to teacher, pupil and parents.

Policy

The purpose of assessment, recording and reporting is largely concerned with the development of effective learning and teaching. Providing information for teachers, pupils and parents is an essential feature of good practice. The 1988 Education Act has placed upon us a legal responsibility and an assessment framework to which we shall adhere.

Effective assessment, recording and reporting recognises the role of each type of assessment.

- 1 Formative assessment and recording involves discussion between teachers, parents and pupils which gives pupils a sense of purpose and direction. It is a continuing process which encourages independent learning by involving pupils and parents in review, reflection and target setting.
- 2 Diagnostic assessment detects strengths, weaknesses and learning difficulties. Specific action, in the form of reinforcement or extension work may be introduced as a result of the assessment.
- 3 Summative assessment records report the current position of the pupils in respect of the curriculum or personal development. The nature of the record should recognise that the audience is often someone other than the teacher or pupil.
- 4 Evaluative assessment provides information regarding the effectiveness of the curriculum, teaching or organisation.

Assessment and Marking

Assessment is an ongoing process involving observations of children, marking their work and through verbal discussions with the children and adults that work with them. Wherever possible positive comments are made to ensure that the next steps in the children's learning are made clear. Teachers shall clarify their expectations/ system with regard to corrections in the Autumn term of each year and teachers shall review methods and strategies during the summer term in order to share good practice. Also during the autumn term staff will review current reward procedures with the children.

Appendix A shows the more formal assessment timetable that is followed in Northill C of E V A Lower School. Foundation Stage assessment is ongoing.

Half Term Assessment: This is conducted at the end of the half termly unit in IT and Science. For Literacy and Numeracy previous SATS papers and APPs are used to enable each pupil to have an overall National Curriculum level. At the time of marking, areas of weakness are identified and targets set with dates for children to achieve those targets. Children and parents discuss these targets at pupil/parent consultations. These sheets move with the children through the school therefore providing a profile of each child's progress.

The Foundation Subjects are teacher assessed using the assessment and reporting programme Incerts.

National SATS: These are sent by the Government, and only apply to Year 2. Papers are marked internally. Northill C of E VA Lower School and Foundation Stage Profile assessments were externally moderated in 2009.

Optional SATS: These are purchased by County for Year 4 and by the school for Year 3 and are a similar format to national SATS. The results of Y2 and Y4 SATs are in the prospectus.

Reporting:

Parent/pupil consultations are held each term after assessments have been completed. Children are actively encouraged to attend in order to share targets. A written report is made during the last half of the summer term. Parents are also able to make an appointment to see their child's teacher at any time during the school year. Parents and carers are invited by their children to come and look at their work in the second half of each term on an informal basis, to enable them to see how their child is progressing.

Signed on behalf of the Governing Body

Revd Frank Coleman
Chair of Governors

Date

Pupil Assessment Timetable

Type of Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage Profile	Dolphin (F) Observational Format. FSP updated.	Dolphin (F) Observational	Dolphin (F) Observational Format. FSP updated.	Dolphin (F) Observational	Dolphin (F) Observational format. FSP updated.	Dolphin (F) Observational
Half term assessment Northill	Owl/Leopard (Y1, 2, 3 & 4) Science units & IT units self assessment at the close of each unit. Summative Assessment in Literacy & Numeracy	Science units & IT units self assessment at the close of each unit.	Owl/Leopard (1, 2, 3 & 4) Science units & IT units self assessment at the close of each unit. Summative Assessment in Literacy & Numeracy	Science units & IT units self assessment at the close of each unit.	Test & task based teacher assessments for Y1 Science units & IT units.	Science units & IT units self assessment at the close of each unit.
National SATS/TA Using APPs					Y2 Literacy & Numeracy	
Optional SATS/TA using APPs					Y3 & Y4 Literacy & Numeracy	
Reports Incerts	Incerts updated		Incerts updated		Incerts Updated	Incerts updated plus teacher comments for parents
	Parent/Pupil consultations.		Parent/Pupil consultations			Parent/Pupil consultations

Numeracy and Literacy are assessed in Autumn 1, Spring 1 and Summer 1 terms and findings shared with pupils and parents. APPs (Assessing Pupils' Progress) are detailed assessment grids which are designed to aid teacher's assessment of children's work throughout the year.