



# Stebbing Primary School Assessment Policy

Created/updated February 2017  
Ratified February 2017  
Due for review spring 2018

## **Introductory statement**

At Stebbing we believe that assessment lies at the heart of the process of promoting children's learning. It has a clear purpose and helps to inform all of the adults working in the classroom. It helps to provide a framework within which educational objectives may be set and where children's progress can be expressed and monitored. All teachers have been heavily involved with the assessment systems that have been put in place and have had opportunities to feedback and share developments.

## **The aims and objectives of assessment in our school are:**

- To enable our children to demonstrate what they know.
- To allow teaching teams to plan work that accurately reflects the needs of each child.
- To help our children understand what they need to do next to improve their work.
- To provide regular information for parents that enables them to support their child's learning.

## **Aims of the National Curriculum September 2014**

The current National Curriculum does not set out exactly how we should be reporting our assessments. Schools have been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in school. (Tim Oates, Chair of the expert panel for NC review).

## **Ofsted has stated the following:**

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil- tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections- clarifications for schools, March 2015, No. 140169)

## **Early years**

Children are assessed regularly throughout their reception year. A baseline assessment is conducted as they enter reception. This is followed up at the end of the year to demonstrate progress. Children are assessed on seventeen areas of learning using development matters. At the end of the year a decision is made regarding the children's attainment against the Early Learning Goals for each of the seventeen areas. (For further information please read our Early Years policy).

## **Year One phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. All children are taught phonics and spelling regularly in small groups.

## **SATS**

Children in Year 2 and Year 6 are assessed in the summer term. Children and parents are given guidance and support in the lead up to these procedures. Materials are available to support children in preparation for the tests. In year 6 we have a 'buddy' system enabling all children in this year group to have another adult within the school who they can talk to and discuss their learning and progress across the year.

### **Marking and assessment**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to self-assess their work after each lesson. (See marking policy for more information)

Assessment in Years 1-6 is recorded in each class's individual 'Planning and Assessment' folders for Maths and English. For more detailed information on the individual areas, please see the Maths and English flow diagrams.

### **Assessment leader update meetings**

The Head of School is our assessment leader. The Head of School attends termly update sessions and feeds back to staff the changes and developments.

### **Family consultations**

Family consultations evenings take place in the Autumn and Spring terms. Children will contribute to these conversations with a pre-recorded video. If the parents are happy, children can attend the meetings.

### **Learning Review meetings**

Learning review meetings for all children in Year 6 are held in the spring term. This is an opportunity for children, families and teaching teams discuss the progress being made. The Head of School and the Year 6 teacher will attend each meeting. Children should prepare either a written contribution or short presentation about their learning.

### **Reporting to parents**

At the end of each year, families will receive a full report detailing the progress and achievements of their children across the curriculum. Parents/carers are encouraged to provide feedback to the school.

### **Reporting to the Governing Body**

Data is presented termly to the Governing Body and discussed in more detail in committee meetings. There are always opportunities for the Governors to challenge and ask probing questions to elicit key information. Members of the Governing Body may be invited to meet with our Standards and Excellence Commissioner and School Improvement Partner to scrutinise school assessment data. This enables them to be fully informed of how well the school is performing and gives them a detailed picture of the rigorous assessment procedures in place.

### **Inclusion**

Stebbing is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school, supported by our SENCO, to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and relevant support staff to plan tailored support.

### **The following policies should be read in conjunction with our Assessment policy:**

Marking and Feedback

Teaching and learning

Early Years Foundation Stage

English

Maths

Handwriting

**Appendix:**

A number of documents will be made available which support this policy.

- Assessment procedural flow chart for both English and Maths
- Document detailing our current summative assessment system
- Assessment cycle
- End of key stage assessment documentation

(Please note these documents will be amended and updated when required)