

POLICY ON SCHOOL ASSESSMENT

RATIONALE

Assessment is a means of improving children's learning and at the heart of our Assessment policy is the belief that the learning potential of every child shall be fully realised. In order to achieve this we believe that all those who have the interests of our pupils as a prime concern should be involved and consulted where possible. Thus we expect children and parents to be involved as well as staff, and on occasion support agencies will also offer opinion and evidence. This policy adheres to guidelines provided by the LEA.

The **PRINCIPLES** upon which we base our approach are as follows:

- Assessment should provide a framework for monitoring progress enabling those involved in the education of the child to make realistic expectations and set achievable goals.
- Assessment should not be a series of isolated events but rather be part of a continuous process built into curriculum planning and delivery
- Assessment techniques should provide a balance between SUMMATIVE and FORMATIVE approaches and should draw on a range of practice relevant to the learning process.
- Assessment should be part of the process of education, offering opportunities for children to demonstrate their knowledge and thought processes and the application of skills across a range of activities and situations appropriate to the demands of the curriculum.
- Assessment should involve consideration of the whole child and should include social behaviour and attitude.

THE PURPOSE OF ASSESSMENT

- To ascertain and record pupils' achievements and development.
- To identify pupils' needs and plan the next stage of learning.
- To feedback to pupils and enhance learning and self-esteem.
- To inform our practice and modify accordingly
- To ensure continuity and progression.
- For curriculum planning and whole school development
- To comply with legislation enabling pupils' attainment to be measured against National Curriculum Attainment Targets.
- For accountability purposes.
- To develop pupils' view of learning through self-assessment.
- To inform parents

METHODS

Assessment methods may be loosely classified as formal or informal and both will form part of an on-going programme. Formal assessment will include:

- LEA Baseline Assessment
- Stature task and test results (KS1& KS2)
- NFER standardised tests in reading, English, maths, and verbal reasoning
- Aspects of teacher assessment

Informal assessment will be based on teacher observations of skill acquisition and professional judgement about work produced and the demonstration of understanding (Sample observation sheets can be found in the appendix.) The validity of observation is dependent on the skill and experience of the teacher. This is improved when teachers work together and support each other. Therefore assessment will be discussed during the planning stages and results moderated in year groups or phase groups. It should be noted that whilst attainment in some areas can be measured, not all strands of learning can be easily quantified. More complex learning will need qualitative judgements. This will require moderation between teachers in agreeing criteria. To facilitate a greater degree of consistency a bank of work samples will be collected, initially covering writing which can include science/history/geography reporting. Any difficulties should be addressed to subject co-ordinators or the Curriculum Co-ordinator.

CLASSROOM MANAGEMENT

Assessment methods will operate effectively where classroom management is efficient and orderly, and where routines are established which foster independence and self-reliance. Teachers need to be leading children to take a high degree of responsibility for their own learning, to become collaborative, autonomous learners. For more information on this please refer to school documentation on Quality Development and Independent Learning.

TESTING

Formal testing of all children takes place at the end of each Key Stage. These tests (SATS) are authorised by the D.O.E as part of the national testing of all children at 7 and 11. In order to prepare our children for more formal testing, standardised tests will be used to assess children at Key stage 2 at the end of the Summer term. A standardised reading test will also be administered to Yr.2 pupils at the beginning of the Spring term.

Teachers are free to use formal testing within the normal course of the learning programme but staff should adhere to the guidelines informing them of the purposes of testing and refer to curriculum co-ordinators for advice.

ANALYSIS OF DATA

The compilation of statistics enables us to look for trends and patterns. Results are used to compare year on year performance, plus analysis in relation to different groups. e.g. boys/girls, ethnic groups, classes in the same year group, target groups etc.

Analysis of data will be used to enable us to consider the value of:

- Our involvement in LEA initiatives / projects
- Effective use of resources including budget allocation / human and material resources e.g Reading - infant target groups and Global English in Yr.3
- Pupil organisation e.g. setting in Yr.6
- Teaching and assessment approaches
- Training / staff development

RECORDING

Individual records for each child are kept for the following subjects:

Reading
English
Maths
Science
Information Technology

The above are detailed records of progress in understanding, skill development and work covered. Subject co-ordinators see the records termly and confer with the Head and Deputy.

Records are held by the class teacher and they are passed on to the next class teacher at the end of the year. They form the basis of discussion that informs the new teacher about attainment and planning needs.

Records for foundation subjects are currently being reviewed.

Teachers will keep their own checklists, logs/diaries, individual/group records/ skills bank etc. which will inform formal records.

SIMS

Robin Hood School has operated the SIMS System prior to the Dearing review. This system enables assessments to be entered on a computer via an Optical Mark Reader which reads data from an OMR matrix and then automatically processes it

We are currently waiting for Sims to be up-dated and hope to operate the new system as soon as it becomes available.

SELF-ASSESSMENT

There will be informal opportunities for children to be involved in self-assessment at Key Stage 1 and 2 through discussion with their teacher and through group work evaluation. At Key stage 2 children complete general assignment sheets (see Appendix). The major focus for self-assessment is within IT where children fill in a personal record with guidance

from their teacher. (see IT policy/record). The other major area where children have personal involvement is in putting together Records of Achievement. (See below)

RECORDS OF ACHIEVEMENT

Pupils from Reception onward are involved in selecting samples of work which reflect their progress and achievement. Where relevant the results of SATS , NFER tests and progress in national curriculum attainments are included as well as a copy of the child's annual report to parents. Children also fill in a simple profile at KS1 covering social behaviour and a slightly more extensive one at KS2 which gives them opportunity to include out-of-school activities, non-academic activities such as representing the school in any field, being a monitor

NEW DEVELOPMENTS

We are currently undertaking an innovative IT project with a pilot group of year 5 and 6 pupils to produce Multi-Media Records of Achievement. Undoubtedly this will develop their IT skills to a very high level but it is designed to give them a real sense of "ownership" as they will be responsible for the whole design of their records, enabling them to include a wider range of work and to combine sound ,text and graphics to produce a very personal presentation about themselves and their achievements. The presentations will form the basis of discussion on Parents' evening.

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A.Aston

