



ASHBOURNE HILLTOP Primary & Nursery School

ASSESSMENT POLICY

Aims of assessment

The main aim of assessment is to recognise the strengths and talents of pupils and to identify any gaps in their learning. It is used to monitor progress and therefore informs future planning for groups of children or individuals.

Forms of assessment

Teachers continually assess pupils performance through their observation of children on tasks set and through the work produced. Formal assessments are also made during the year, these may be:

- Diagnostic - this identifies specific learning difficulties and strengths
- Formative - this is linked to the diagnostic function but relates performance to National Curriculum objectives through the school schemes of work. Assessments take place at the end of a unit of work.
- Summative - this measures performance at the end of the year through Nationalised Standard Assessment Tasks
- Baseline assessments are completed at the beginning of all intervention groups

Records

Records of attainment are useful to map children's progress, for teachers, parents, other schools, learning support services and governors.

Records will include:

- F.S.P. Assessment results (held on computer) on entry to the foundation stage and on leaving the foundation stage
- Reading records
- Phonics/spelling records (Key stage one phonic sheet/screening check)
- Numeracy – Abacus assessment (half-termly)

- I.C.T. (class progress sheet)
- S.A.T.'s results (held on computer)
- Special needs reviews
- Individual pupil portfolios

Pupil portfolios

We have agreed to keep formal assessments for literacy, numeracy, science and ICT. Literacy - one piece of unaided written work per term.

Assessment and tracking is updated three times a year in the core subjects of literacy, numeracy, I.C.T. and science.

Termly teacher assessments will be made against National Curriculum and EYFS objectives and are input into the school tracking system. (Eaz Mag)

Monitoring

Children's progress will be monitored continually through informal and formal assessments by the class teacher and this will inform both medium and short term planning.

Children are continuously given oral and written feedback in accordance with the marking and feedback policy against National Curriculum objectives.

Each term there will be a key stage and/or staff meeting to monitor progress throughout the key stage or school. Work will be scrutinized and moderated in literacy, numeracy and science and progress discussed in the other foundation subjects. This will inform future medium and long term planning.

Reporting

Parents are invited to attend two consultations a year in order to talk about their child's progress. Parents receive a written report in July, summarising the years work. Year two parents also receive a summary of the national curriculum levels their child has attained at the end of their key stage tests.

All parents are entitled to see results of other assessments made if they wish to do so. Results of assessments are used to inform teachers, governors, the LEA and other relevant bodies about the progress the children are making.