



Assessment Policy

Assessment should provide the basis of informed teaching, helping children to overcome their learning barriers and ensuring that teaching builds on what has been learned. It is also the means by which children understand what they have achieved and what they need to work on. Pupils' work must therefore be assessed regularly and thoroughly in a variety of ways.

Our Assessment **Principles** are that;

- Effective assessment ensures quality of learning for, and effective teaching of, all pupils
- Assessments undertaken at Burnsall Primary and Cracoe and Rylstone Primary Schools are a combination of Formative and Summative assessment procedures which facilitate the teacher to address the pupils' learning needs.

The **Purpose** of Assessment is;

- To celebrate achievements
- To plan a child's next steps in learning or support or deepen learning
- To inform discussions with pupils, parents/carers, colleagues, school leaders, Governors and assessors
- It can inform the performance of different cohorts and the necessity of any interventions
- To support informed transition between Key Stages and schools.
- To facilitate the monitoring of learning over a longer period of time, looking for trends etc.
- To inform School Improvement planning

Types of assessment used

Formative assessment is a continuous process carried out by everyone involved in a child's learning.

This type of assessment includes

- Marking (Please see the separate Marking policy)
- Pupil self-assessment
- Peer assessment
- Subject block in-class or year groups quizzes
- Diagnostic tests with a specific focus i.e. Spelling, Reading or Maths
- Assessing against National Curriculum Objectives or criteria
- Observations
- Answers to teacher's questions

Summative assessments take place to evaluate what has been achieved at a specific moment in time and are used to bench mark learning and demonstrate learning over time.

- 'In school' subject tests, maths, reading and spelling will be used
- 'In school tests', end of maths area tests, spelling patterns tests and Multiplication tests will be used
- Review tests for intervention and SEN progress

Statutory Assessments

- Baseline – Reception Assessment
- Phonics tests – Year one assessment
- National end of Key Stage tests – Year 2 and Year 6

Pupils will have their performance in tests discussed with them in a manner which will promote learning.



Teacher Assessments

Teacher assess throughout each lesson to meet the needs of learners. This is done through observation, questioning and feedback. The teacher assessment judgements are made against the national curriculum by using the HARTs Assessment Ladders which are computerised into Target tracker. These are based upon the statutory requirements of the National Curriculum and the non-statutory guidance. The pupils' achievements against these statements will inform planning and the pupil's next steps in learning. Pupils will be involved in the daily assessments, through self and peer responses as well as responding to the teachers' marking. (Please see Marking Policy).

Pupils' achievements are recorded on individual computerised 'sheets' in the areas of Maths, Reading, Writing, Transcription (Spelling) and Science.

End of year each year attainment for each cohort indicating achievements in Foundation subjects will be completed. In time this may become computerised. This information will be submitted to the Headteacher. It will be used to monitor learning over time and also form part of Teacher Performance Management. It must be made available to the Headteacher and SENco at their request.

All types of assessment will be used across the key stages in order to ensure that quality learning is taking place. Pupils will be tested in Reading, Maths and Spelling to map Standardised scores and also subject ages, thus illustrating progress over time.

EYFS children are assessed on entry using Durham University's Baseline or Early Excellence

Regular more formal assessments are made of all pupils in Reading, Spelling, Writing and Maths both in KS1 and KS2.

Individual pupil performance data is analysed to identify signs of pupil underachievement or unusual potential. Performance of groups/classes is also studied to identify possible trends or weaker aspects of teaching, which are then addressed through performance management and professional development. 'Unaided' Writing pieces will be conducted during each halfterm these will be assessed by the class teacher and used in moderation.

In the Summer Term, end of EYFS TA judgements and Y2 and Y6 Teacher Assessments, including SAT tests for Y2, along with Y6 SATs, will be undertaken and reported formally to the LA and Dfe.

Teachers are expected to use the tracking systems in place in order to record and monitor achievement.

In addition, the schools are part of the local selective schools catchment area. Y6 pupils hoping to attend Ermysted's Grammar or Skipton Girls' High School will take part in the SGHS or Area Selection Tests in September.

Reporting to parents

A written report to parents will also be supported by these assessments when stating the standards the individual child has reached. These standards will be reported as Below, Emerging, Expected and deepening Age Related Expectations. Statutory Assessments will be shared with parents either as part of the annual written report or as part of the twice annual parents' appointment evenings.

To be reviewed March 2018

