

**BYLEY PRIMARY
SCHOOL &
NURSERY**

**ASSESSMENT
POLICY**

Approved by Governors: October 2018

Review Date: October 2020

The School aims to:

- Achieve the fullest possible personal development and enrichment for each child in all strands of life - social, physical, spiritual, emotional and intellectual
- Create an environment which gives access to the linguistic, mathematical, scientific, artistic and creative skills, which will enable children to participate fully in society and make their own contribution
- Use our knowledge of the way children develop intellectually to facilitate learning with understanding. This is best achieved by teaching through first-hand experience and by allowing children to acquire knowledge and skill by tackling problems for themselves
- Encourage personal enjoyment in learning by equipping children with skills of observation, recording and discovering from relevant sources of information
- Foster enjoyment and pride in maintaining high standards of work and presentation, by providing a stimulating and attractive working environment
- Provide a thoughtful and caring atmosphere, in which relationships are based on mutual respect
- Encourage the development of self-discipline by helping children to increasingly assume responsibility for planning work and organising time
- Foster sensitive and creative thought and help children to achieve satisfaction and enjoyment from their work and relationships in school.

Assessment of children's progress takes place within this framework. Children are encouraged to become involved in the development of their skills, to set their own targets and to review their success. They have opportunities throughout the year to self-assess their work and to compare their own assessments with their teachers.

Teacher Assessment

Evidence for assessment purposes is mostly collected from the children's day-to-day work and, for English, Maths and Science. It is assessed throughout the year using the criteria outlined in the National Age Related Expectations. Children are teacher-assessed within 6 weeks of the child starting in EYFS and given a 'baseline' assessment using the "Development Matters" document. They are again assessed at the end of EYFS and their progress monitored.

Children continue to have their work assessed at ages 7 and 11 – National Statutory Key Stage 1 tests in Year 2 and Key Stage 2 tests in Year 6.

Teachers' observations and notes about a child's response to activities and their close knowledge of the child's approach to and understanding of classroom projects also play an important part in enabling staff to decide the child's level of attainment and their progress towards Age Related Expectations. This is particularly relevant in the Foundation subjects.

Formal Assessments

Children take a termly test for Reading and Mathematics (using NFER materials) which give a standardised score. These are used in conjunction with teacher assessments in forming an overall decision

Records

We keep individual records of progress for each child and each cohort. These records fall into two categories – test results based on SATs and teacher assessments against the appropriate elements of Curriculum 2014.

Progress in the Foundation Stage is recorded using the “Development Matters” document.

From Year 1 upwards we also record progress through individual target-setting based on the current Curriculum (2014). The English and Maths targets relate to National standards and statements. We set targets based on end of year objectives in Mathematics and English for each topic.

Children are encouraged to assess their own achievements, for example in writing, and have a voice in the targets they are working on.

Progress towards these standards is shared with parents, in particular at the end of the Spring Term as part of our annual report to parents.

CPD

Provision is made within the budget to allow teachers to attend training courses, which will help them with the process of making valid assessments and ensuring that our interpretation of assessment levels is consistent with those of other teachers across the EIP as well as other schools in the Local Authority.

We also focus on assessment during staff meetings and in-house Inset days, as required.

Progress in non-core subjects

The teachers' daily experiences of children's attitudes, motivation, skills and achievements play an important part in helping them to judge a child's rate of progress. The sensitive pupil-teacher relationship is of paramount importance in encouraging children to progress and helping them to feel valued for their efforts. Children are encouraged to take a pride in all their workbooks and topic books in which they record their activities and these provide a significant body of evidence to support the teacher's assessment of a child's level of achievement.

Reporting to Parents

Parents are invited into school termly to discuss their child's progress towards Age Related Expectations and individual targets. In addition, they are always

welcome to make an appointment with teachers at other times if they wish. At the end of the Spring Term parents receive a written report detailing their child's progress and achievements through the year and setting targets for the Summer Term. At the end of each Key Stage, teacher assessment and standardised assessment results are reported to parents. Information about comparative results for our own school will be included in these reports. Data is also published on our website.

Transfer of Children to other Schools

Once children have transferred to other schools, information about their attainment and progress so far, will be transferred to the new school.

Special Educational Needs and Disabilities

If a child is experiencing difficulties in their learning our SENCo will be informed and will carry out the necessary assessments, in conjunction with the child's class teacher.

If required, additional support will be given in school and assistance from outside agencies will be sought if it is deemed appropriate.