



# **Coatham Church of England School**

## **Assessment Policy**

**Reviewed January 2014**  
**Reviewed January 2016**  
**Next review January 2017**

**Chair of Governors.....**

**Date.....**

**Head Teacher.....**

**Date.....**

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## **ASSESSMENT POLICY**

### **INTRODUCTION**

Coatham Church of England School assessment policy outlines the purpose, nature and management of assessment in our school. The implementation of this policy is the responsibility of all the staff.

### **WHAT IS ASSESSMENT?**

Assessment is that process whereby judgements are made about children's needs, achievements, attainment and progress.

Every day teacher assessment is an integral part of teaching and learning (assessment as learning)

Statutory assessment is that assessment required by law as children enter school for the first time and at the end of each key stage. It involves both teacher assessment and testing ( EYFS profile and SATs).

Teacher assessments at the end of a key stage have equal status with test results, and so our professional and guided judgements are important.

### **THE PURPOSE OF ASSESSMENT**

As we work with children, we are constantly making assessments as to how a child is progressing and what the 'next step' should be for each child, each group and class.

For this process to be useful and successful, assessment should :-

- inform and help our future planning.
- provide information that will influence our teaching and classroom organisation.
- indicate the attainment level and progress of each child.
- highlight the strengths and weakness of all individuals and groups.
- provide a collection of evidence across the whole school, that will help us to set future targets for both individuals and groups.
- help us compare school standards with those both locally and nationally.

## **ASSESSMENT PRACTICE IN SCHOOL**

If assessment is to be effective and provide us with useful information, it is important that we make accurate judgements about the standard of children's work, based on reliable sources of evidence. We use a variety of assessment techniques in the classroom, such as marking work, questioning, observing and setting tasks or tests where appropriate. We aim to make assessment consistent through reference to relevant sets of criteria.

We consider it important that teacher assessments:-

- are planned for and linked to clear learning objectives.
- are ongoing through the year and are carried out in the context of normal classroom practice.
- allow children to demonstrate what they know.
- allow for differentiated work and show a variety of techniques.
- are rigorous and consistent.
- are sympathetic to equal opportunities.

To provide useful information about children's progress, we :-

- use teacher assessments and appropriating testing materials to make half-termly assessments for all children in Reading, Writing, and Maths.
- make teacher assessments in all other subjects based on the National Curriculum to provide information for subject leaders.
- pass on information about attainment and achievement in the core subjects at the end of each year.
- Use standard reviews to evaluate the progress of the class and individuals and groups within the class
- Use moderating across school to agree on assessment decisions in writing
- Keep a record of each pupil's level of achievement.

## **DEVELOPING CONSISTENCY**

Consistency in assessment is essential so that children are being assessed from a shared understanding of the demands of the National Curriculum, and shared expectations of performance.

To develop consistent school practice and a shared understanding of standards, we

- use assessment grids, based on NC expectations, to support judgements and to identify learning outcomes for teaching and learning.
- discuss and mark work to develop shared expectations of performance .
- gather and moderate evidence through focused marking and levelling children's work and testing materials on a termly basis. Additionally, cross-school moderation is completed at least twice per academic year.
- review children's work as part of standards reviews.
- have clear assessment for learning guidelines

## **MONITORING AND EVALUATING**

We need to check that our judgements continue to be consistent and accurate and that arrangements for assessing pupils are effective and manageable. To this end, we will:-

- Lead discussions with teachers about the nature and range of the assessments as part of half-termly Standard Reviews.
- Subject leaders monitor marking across all subjects in school and evaluate effectiveness of assessment.
- Provide guidance to other teachers.
- Collect and collate assessment data for reporting to governors. This will be through Head Teacher reporting to governors and periodically to the Achievement and Standards Committee.
- Gather and moderate evidence through focused marking and levelling children's work and testing materials on a termly basis. Additionally, cross-school moderation is completed at least twice per academic year.
- Assessment weeks take place every half term. This is when progress towards targets is evaluated.

## **STATUTORY ASSESSMENT**

- At the end of KS1 and KS2, teacher assessments are made in the three core subjects - English, Maths and Science and indicate the level achieved by each child. Phonics tests are administered in Y1, and in Y2 as necessary.
- Standard tests are administered in accordance with DFE instructions and results are reported to parents in Y1, Y2 and Y6
- Baseline Performance Assessment takes place EYFS at entry and exit points
- Progress in Reading, Writing and Maths are reported to parents termly and all National Curriculum subjects are reported annually to parents.

## **TARGET-SETTING**

Targets for English focus mainly on sentence development and in maths targets are related to basic number skills. All other targets are met through learning outcomes, learning journal and interventions.

## **PRINCIPLES FOR ASSESSMENT FOR LEARNING (AFL) IN THE CLASSROOM:**

- Pupils are actively involved in formative assessment processes, eg setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.
- Staff share learning outcomes with pupils and use them to mark work or give feedback or rewards (assessment of learning )
- Staff encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgments they make in relation to their progress
- Staff analyse pupils' work and use the information for future learning plans and next steps
- success criteria is used for feedback and marking, peer and self-assessment