



Assessment Policy

Introduction

Assessment is a continuous process, integral to learning and teaching. It is the tool teachers use to gain knowledge of their pupils' needs, achievements and abilities. It enables effective planning and delivery and thereby raises the attainment of every child.

Aims of Assessment

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children who may require further support or extension
- To inform parents and other interested parties of children's progress
- To inform school self evaluation

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is important that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

The Principles of Assessment for Learning are as follows:

- The sharing of learning objectives with the children
- Helping pupils know and recognise criteria for success
- Provide feedback and marking that helps pupils identify **how** to improve
- Both pupils and teachers review and reflect on pupils' progress and set targets for improvement
- Recognising that motivation and self esteem, which are critical for effective learning and progress, can be increased by effective assessment techniques

It is the responsibility of staff to:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives and activities where appropriate
- enable all pupils to access the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the **Whole School Marking Policy**
- incorporate both formative and summative assessment opportunities in subject planning
- where appropriate, pass on assessment file to the next class teacher so children can be tracked as they progress through the school (In the Senior School, progress will be tracked by Senior Subject Heads)
- use Assessment for Learning strategies such as:
 - target setting
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - conditions for learning
 - learning journey – children know what is next



Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at St Aubyn's will be as follows:

In the Nursery

- Children's progress towards goals in the EYFS profile is tracked.

In Pre Prep

- In Reception, children's progress towards goals in the EYFS profile continues to be tracked.
- Reception pupils complete PIPs baseline assessment
- An internal Literacy and Numeracy assessment is used in transition procedures between Reception and Year 1 to enable early identification of additional learning needs
- In Year 1, children complete formal assessments in the summer term in maths and literacy (reading and writing tasks)
- In Year 2, children undertake assessments every term in maths and literacy (reading and writing tasks). An additional reading age test will also be undertaken to aid reading support.
- In both Years 1 and 2 there is on-going teacher assessments in all other subjects on a termly basis, including science and ICT.
- PIPs assessment data for Year 1 and 2

In Middle School

- Annual completion of VR/NVR assessments
- Completion of NFER reading test on a yearly basis
- Optional SATs in Years 3, 4 and 5 as part of the end of Year exams
- PIPs assessment data for each year group
- On-going teacher assessments in all subjects on a termly basis, including science and ICT
- Pre-topic testing
- Exam Weeks

In Senior School

- Annual completion of VR/NVR assessments in Year 6
- Completion of NFER reading test on a yearly basis
- End of year assessments
- Midys data for Year 7
- Exam weeks

Subject-specific assessment records are kept by individual Senior Subject Heads.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. The discipline of regularly analysing pupils' attainment will enable every pupil to have challenging and realistic targets set for them. Reaching those targets will be enabled through effective classroom organisation, setting learning groups and careful planning. Benchmarking data relating to individual cohorts will be discussed with Governors annually at the Education Committee meeting.

Reporting

Reporting to parents/carers provides the opportunity for communication about individual children's achievements, abilities and future targets. Throughout the school year, regular reports will be written and, where appropriate, discussed with the pupils and parents. The intention is to provide accurate feedback of each child's individual performance throughout the year. Constructive reporting can also have a positive effect on pupils' attitudes, motivation and self esteem.



Moderation

Moderation is crucial to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We need to:

- meet regularly when in departmental meetings/subject groups to moderate assessments
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments
- participate in moderation schemes in the Local Authority for Foundation Stage as appropriate

Roles and Responsibilities

Assessment at St Aubyn's is monitored by the Deputy Head (Curriculum), although responsibilities are delegated as follows:

Heads of Department (Nursery, Pre Prep, Middle, Senior) monitor the completion of regular assessments within their departments.

Class teachers/Senior Subject Heads maintain records for their subject/class and monitor the progress of individuals in their care.

This policy is reviewed by the Deputy Head (Curriculum) on a yearly basis.

CW Reviewed October 2016

Policy Owner	C Wear
Approving Body	Board of Governors
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