



Boroughbridge Primary School

Assessment Policy

Rationale

Assessment is a way of gathering reliable and systematic information about a pupil's progress.

Why do we need to assess?

- To help keep track of each child's development
- To inform children's future learning
- To provide next teacher with an overview for each child

What do we need to record?

- Significant events or milestones in the child's learning
- Progress against learning objectives
- Things you might forget

What should our records be like?

- Linked to elements of our planning and preparation
- Simple manageable and convenient
- Helpful when discussing progress with parents/carers.
- On ongoing process, shared and contributed to by teachers and parents.

Aims and objectives

- ◆ To build up a full picture of pupil achievement and progress
- ◆ To gather reliable and systematic evidence about pupil progress
- ◆ To work with a system that is simple and manageable
- ◆ To be free from bias, stereotyping and generalisation
- ◆ To pass records on to the next teacher at the start of each year allowing maximum benefit to be gained from all previous assessments

Strategies for assessment

Assessment is a continual process carried out by all teaching staff, support staff and pupils themselves. Continuous assessment is not continuous testing. It is frequent observing, monitoring and recording of work and achievement. In order to undertake continuous assessment you should:

- Interact with children as they work
- Work along side pupils listening and observing
- Observe targeted groups and individuals
- Work with children to regularly review and reflect their learning
- Note patterns of error and plan necessary intervention
- Record important learning events in daily planners
- Administer formal assessments
- Use test results to plan work for individuals, groups and the whole class

The following assessments are routinely undertaken, some on a daily basis while others take place annually.

- ◆ E-profiles
- ◆ Key Stage 1 test at the end of Year 2
- ◆ Key Stage 2 tests at the end of Year 6
- ◆ Non statutory tests at the end of Year 3, 4 and 5
- ◆ Standardised Reading Test results
- ◆ Reading record
- ◆ Letters and sounds record
- ◆ Phonic screening check
- ◆ Annotated planning
- ◆ Teachers' notes in home school books
- ◆ Special Needs IEP's
- ◆ Personal and Social notes
- ◆ Annual Reports

Assessment records are to be kept on the school premises for ease of access.

Record folders are kept in the school office, as is assessment data. Record folders together with Key Stage 2 transfer form are sent to receiving schools upon transfer, as is an electronic transfer document.

Foundation Stage

Assessment using the EYFS profile is the key focus from the start of Nursery to the end of Reception. Assessments are made by teaching staff and teaching assistants on an ongoing basis. Pupils' progress is recorded against the key statements for each area of learning which are openly displayed in the teaching areas. These are then recorded on the Foundation Stage profile map on a termly basis. Pupils moving in to Year 1 may still have their progress recorded on the Foundation Stage profile if they are still working towards Level 1 of the National Curriculum.

Personal and Social records containing notes of discussions with parents, concerns or monitored behaviour are also kept separately and stored in the teacher's stock cupboard.

The following records are completed on an ongoing basis:

- Phonic check list
- Learning diaries
- Annotated planning
- Reading records
- KIRFS
- Letters and sounds assessment
- E profile

Years 1 – 6

Half termly key objective assessment takes place in maths, reading and writing. The marked formative and summative assessment pieces are recorded to document progress and inform future planning and intervention. Key Stage Two share this data with parents at parents evening.

The following records are completed on an ongoing basis:

- Letters and sounds assessment
- Tricky words check list
- Reading record
- AAP grids
- Science big books and NY grids
- Assessment manager grids

- Teachers record on foundation subject record sheet at the end of each unit the pupils who achieve only the lower objectives and those achieving the higher objectives.
- Teachers use annotated planning to record those pupils who are not achieving and those who are exceeding the objective. This is used to influence their forward planning.
- Personal and Social records are kept securely in the teachers stock cupboard.

Assessment in the EYFS

- Entry base line
- Daily narrative snapshots and photographs
- E-profile

Assessment in Key Stage 1

Literacy

- Record of book and level and key words linked to the reading book
- Letters and sounds assessments
- Speaking and listening assessments
- APP and/or PIVATS
- A NC level agreed via TA and test
- Writing books and SATs papers with marking
- Pinks and greys

Numeracy

- Maths folders and books
- APP
- SATs papers and data
- KIRFS
- Spidergrams

Assessment in KS2

Numeracy

- APP
- SATS test in December and June
- Pinks and greys termly update
- KIRFS
- Y6 CGP books
- Wave 2 and 3 intervention groups
- PIVATS (if necessary)
- Spidergrams

Literacy

- Termly writing assessments
- APP based on 3 pieces of independent work
- Spelling lists

- Reading comprehension assessment (twice a year)
- Homework linked to weekly coverage
- T22 (3 a term)
- Pinks and greys termly update
- PIVATS (if necessary)
- Letters and sounds assessment
- Reading tests at start and end of year

Science

- Assessment record grids – NYCC
- AT1 experiment and writing termly
- Science Test base questions after each topic and assessment for end of unit
- Y6 science SATs and CGP books

Records passed through different transition points

- Individual assessment question sheets – completed (with adult scribing) at the end of each science unit
- Pinks and greys
- NY science record sheets – for tracking AT1 skills
- Records passed on will be colour coded depending on the year group that child is in so progress can be seen and tracked within each year group. It is the teacher's responsibility to ensure these sheets are passed on to the next teacher.

General record keeping

Current IEP

Provision maps

Personal and social notes

Behaviour record sheets

Copies of asthma cards

Strategies for personal care relating to individual children

Review Date: January 2015

ASSESSMENT OVERVIEW

	AUTUMN	SPRING	SUMMER
EYFS	E Profile Learning diaries Letters and sounds Reading records KIRFS	E Profile Learning diaries Letters and sounds Reading records KIRFS	E Profile Learning diaries Letters and sounds Reading records KIRFS
KS1	Baseline on all subjects Phonics baseline with Y1 APP (moderated) maths, reading and writing	APP (moderated) maths, writing and reading Phonics assessment Letters and sounds	APP (moderated) maths, writing and reading Phonics assessment Letters and sounds KS1 SATs 6 yr old reading screening
KS2	Last term's SATs T22 Moderation of work Letters and sounds	APP Moderation of work Letters and sounds	Statutory and optional SATs Moderation of work Letters and sounds