

YSGOL Tŷ COCH

Assessment Policy



Initiated by:	SMT
Approved by:	Governors/SMT
Date Approved:	
Version:	
Operational Date:	Jan 2014
Date of Review:	Jan 2017
Distribution:	SMT/TLR's/All relevant staff

Signed: _____
Chair of Governors

Signed: _____
Head Teacher

Policy for Assessment

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

Assessment should be incorporated systematically into teaching to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation.

All classes use a Skills Wheel as part of our assessment for learning. Each lesson one of the six skills – Communication, Numeracy, ICT, Thinking, Life and Social skill is selected for use during a teaching session. This skill is broken into a small specific skill element. This is reinforced during the lesson. During the plenary pupils are invited to decide how well they feel they have achieved the skill or worked towards it. The Skills Wheel takes different forms throughout the school from concrete, objects of reference and pictorial in the lower part of the school to fully electronic in upper part of the school.

At all stages of learning pupils are encouraged to be aware of their learning and to assess their performance. Where appropriate pupils have their own IEP with simple targets that they are encouraged to be aware of and to self assess using the pink and green colour coding (see Marking Policy).

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Highlight focus using the Skills Wheel during lessons and assess progress made during the plenary
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a teaching session. The results of formative assessments have a

direct impact on the teaching material and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books or the children's own books. All lessons are introduced with the use of the Skills Wheel where the skill to be focused on that lesson is reinforced. This is revisited during the lesson and at the end in the plenary where assessment is based on whether assessment is based on whether pupils have achieved or worked well towards that skill.

Summative: These occur at defined periods of the academic year such as annual Instep testing or termly P scale assessment. Summative tests help teachers in determining the overall subject level for pupils.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Neales analysis, etc. Further information can be obtained from the class teacher.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teachers plans identifying skills
- Children's work
- Teacher's notes
- Reading tests e.g. Neales/Salford
- Individual pupil planning files
- End of year pupil reports
- Records of Achievement
- Annual Reviews
- IEP's
- Child Development Profile (Central South Consortium)
- Child Development Assessment Profiles (CDAP)
- Instep test results
- P Level assessment
- Routes for Learning records

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of education.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school, building portfolios of standardised work
- With colleagues from other schools
- By using the exemplification materials

School portfolios of moderated work will be kept by curriculum leaders.

Reporting

Reports promote and provide:

- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- Information from outside agencies
- Targets for the children and class teachers

A written report for each child is sent to parents, once a year, at the end of summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make general comment on the child's progress and set targets for the future. Current Instep results are included for core subjects.

Parents are invited to attend Annual Reviews during the year, and should the need arise, parents are welcome to discuss the progress of their child with the Head Teacher at other times.

Target Setting and Reviewing Progress

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual School Development Plan.

The Role of the School Assessment Co-ordinator

A member of the teaching staff has responsibility for the development assessment, recording and reporting procedures in school. The co-ordinator's responsibilities include:

- Leading school development in assessment, recording and reporting (AAR) procedures
- Liaison with subject co-ordinators within the school
- Keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.