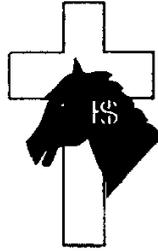


# HORSINGTON CHURCH SCHOOL



## ASSESSMENT: A POLICY STATEMENT

### RATIONALE

Assessment is integral to teaching and learning and is continuous. It informs teachers, pupils and parents about progress and is a shared process between teacher and child. It celebrates achievement and identifies areas for development.

### AIMS:

We aim to:

- recognise areas of strength and areas for development for each pupil;
- use effectively assessment strategies to ensure continuity and progression of children's learning throughout the school;
- show clearly the performance of individuals.

### OBJECTIVES

**AIM 1:** recognise the areas of strength and areas for development for each pupil.

- To involve children in their learning.
- To encourage reflection and the making of judgements about work by teachers and children.
- To share criteria with the children.
- To consider the experiences and achievements of children.

**AIM 2:** use effectively assessment strategies to ensure continuity and progression of children's learning throughout the school.

- To plan and provide relevant assessment opportunities using a range of strategies.
- To reflect the school's teaching and learning styles.
- To ensure awareness by the teacher of each child's level of achievement.
- To moderate teacher assessments across the school.

**AIM 3:** show clearly the performance of individuals.

- To meet statutory requirements.
- To record progress and the targets set for each child.
- To offer concise and easily understandable information to parents about their child's progress and future needs.
- To inform future curriculum planning and records.
- To recognise that assessment is an important part of any subject policy.

### TEACHER ASSESSMENT

Teacher assessment is continuous. Assessment opportunities are identified within Medium Term Plans and short term plans.

- A variety of strategies (such as observation, discussion, looking at children's work) are adopted. An identified curriculum will be evaluated and moderated by the class teacher. This will be given to the lead subject co-ordinator.
- Process and Product are assessed.
- Assessment takes place over time and over the range of learning activities.
- An annual cycle of assessments takes place (See Appendix One).

## **PUPIL SELF-ASSESSMENT**

We wish to involve children in the process of assessment so that they may develop a sense of themselves as learners. This should encourage self-esteem and a sense of responsibility for their own standards.

- Opportunities for self-assessment are built into medium and short-term planning.
- The development of the skills of self-assessment is the responsibility of the teacher.
- Teacher-pupil discussion takes place as appropriate.
- Increasingly, pupils should be involved in target setting for their own work.

## **ASSESSMENT**

This is carried out to inform our planning, target setting and as cumulative assessment of the child.

- Each child has a Writing Assessment book in which, each term, the child completes a piece of writing. Targets are identified from the work.
- An individual profile based on objectives
- An annual cycle of assessment is completed by all teachers.
- An annual self-portrait.

## **STATUTORY ASSESSMENT TESTS/TASKS**

These are carried out annually in Years 2 and 6 and Phonics assessment in Year 1.

## **MARKING**

Refer to Marking Policy.

## **MODERATION OF STANDARDS**

The need to ensure consistency of standards across the school is important. To this end teachers share their perceptions of children's learning in a variety of situations.

- Staff meetings and INSET sessions focus on the outcomes of children's learning.
- Children's work is moderated at each level of the National Curriculum against nationally moderated samples.
- Through staff meetings, co-ordinators portfolios and Key Indicators of Progress teachers can view the work or teacher evaluations across the school and moderate this work against a range of examples.
- School to School moderation is carried out between local schools and schools in our multi-academy trust.
- The required regular moderation training is carried out.

## **REPORTING**

By reporting to parents we not only fulfil our legal obligations but also continue to foster vital relationships.

- Discussion with parents arises from our ‘open door’ approach.
- Formal Parent/Teacher Consultations take place twice a year.
- Termly curricular information leaflets and specific subject information is sent to parents.
- The SEF will be used to report on school development.
- The Annual Report of Pupil Achievement is sent to parents at the end of the academic year. At the end of each Key Stage this includes S.A.T. results or Teacher Assessments.
- There is an annual Open Afternoon when children invite their parents into look at their work.

## **EQUAL OPPORTUNITIES**

The school is committed to Equal access to the curriculum. Solutions to issues of equal opportunities arising from the assessment process will be given a high priority by staff.

## **CONCLUSION**

This policy statement is written in accordance with the Aims of the School and has been agreed by teaching staff. It forms one part of the curricular policies of the school and should be read alongside other relevant policy statements. It will be reviewed at regular intervals.

Summer Term 1996

Reviewed: Autumn 2000

Reviewed: Autumn 2002

Reviewed: Spring 2006

Reviewed: Autumn 2008

Reviewed: March 2013

Reviewed: November 2016

**Horsington Church School  
Annual Cycle of Monitoring and Assessment**

Autumn term 1

Targets set  
EYFSP  
Art portrait

Autumn term 2

EYFSP  
Writing  
Targets review  
SPTO

Spring term 1

Writing  
EYFSP  
Targets set  
Pupil Progress meeting  
For the Autumn Term

Spring term 2

EYFSP  
Targets review  
SPTO

Summer term 1

EYFSP  
Statutory Phonics Test Year  
Targets set  
Pupil Progress Meeting  
For the Spring Term  
  
Targets set

Summer term 2

EYFSP  
Annual Record of Progress  
Writing  
SPTO  
Pupil Progress Meeting  
For Summer Term  
Targets review

Revised May 2013  
Revised November 2016