

# **BROOMWOOD PRIMARY SCHOOL**

## **Mission Statement**

We aim for all to achieve their full potential in a caring environment

# **ASSESSMENT AND RECORDING**

**(13)**

# **ASSESSMENT POLICY**

## **PRINCIPLES OF ASSESSMENT**

The staff at Broomwood Primary believe that assessment is an integral part of the teaching process. Assessment is used constructively to inform planning and therefore teaching. Day-to-day formative assessments are used to ensure that the work provided is appropriate and challenging for individual pupils. Assessments made will influence the teaching and presentation of work. In this respect assessment is also a means of evaluating and developing the quality of teaching and learning across the school.

Assessment is the means of monitoring individual and school performance and provides the basis for evaluation of education provision. The ultimate aim is to raise standards.

## **PURPOSES OF ASSESSMENT**

Assessments of children can be made in a variety of ways, and may be summative (providing information about a child's understanding at the end of a unit of work), or formative in which case the assessment will be based on information gathered by the teacher on a more frequent basis.

We use assessment as part of our teaching routine, for monitoring children's progress and helping with teacher assessment. The school's planning systems are linked very closely to assessment, to facilitate this. We realize that while it is not necessary to assess everything we teach, it is important to provide regular opportunities for assessment. Records, teacher assessments and the results of national (and internal) tests will be used in reporting progress to parents, other teachers, other schools, the Headteacher, Governors, the LEA and the wider community.

## **METHODS OF ASSESSING**

We aim to use a range of assessment techniques to assess across the curriculum in accordance with the National Curriculum requirements. Some examples are:-

- Discussion with children
- Questioning children
- Marking work (see Marking Policy)
- Listening to children talking amongst themselves
- Looking at written evidence
- Setting activities to provide evidence, e.g. concept maps
- Observing children
- National tests and optional QCA tests
- Internal tests

All of these forms of assessment will provide the teacher with an understanding of the child's abilities and concept knowledge, and will enable them to plan their future teaching to develop the appropriate skills, knowledge and understanding through differentiated activities.

## **PLANNING FOR ASSESSMENT**

At Broomwood Primary the staff have ensured that assessment has been built into the planning systems at all stages. The outcomes of any assessments directly inform future planning.

## **ANNUAL TESTS**

The End of Key Stage Tests are carried out with the Year 6 and Year 2 children in accordance with the statutory regulations. As a method of measuring progress, the staff at Broomwood School have decided to use other QCA Key Stage Two materials on a yearly basis, along with internally designed tests for Science, and for Year 1 children. The results of the tests will be reported formally to the parents. This information, along with Teacher Assessments, will allow for the tracking of individual children and ensure that appropriate progression is being made.

## **REPORTING TO PARENTS**

Broomwood Primary School holds two parents evenings each year to inform parents of their child's strengths and weaknesses and to inform parents of future targets for their child. Following Statutory Requirements we also issue written reports annually at the end of each academic year. These reports provide information on all of the core and foundation subjects and RE. Both formative and summative assessments are used in reporting to parents. The format of the written report is reviewed annually to take into account statutory requirements and the needs of the school. Parents are encouraged to contribute to the written report and have access to all records held on their child.

Less formal discussions concerning progress occur throughout the year either by arrangement or on a more casual basis. For those parents who have children on the Special Needs Action File, involvement will be encouraged on a more frequent basis. As soon as a child is identified as having a special need, the parent is informed and is encouraged to become involved. Parents are invited to discuss progress made, and the formation of new IEPs at the review meetings, which are generally held once a term.

## **FOUNDATION STAGE ASSESSMENT**

The children in the Foundation Stage are not assessed in the same ways as the children in the main school. The planning systems, although different, still ensure that continuity and progression are provided. Assessment still plays an important role in the provision of learning experiences related to the needs of the children. In Reception class the Foundation Stage Profile is carried out according to government guidelines. For more details see Early Years Policy.

## **ASSESSMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Our assessment systems, particularly the short term assessments, that are undertaken assist us in identifying children who have special educational needs. Once a child has been identified as having special needs and is placed on the Action File, an IEP is drawn up. Children with special educational needs are still expected to complete their

formal assessments. Teachers aim to provide activities which enable the children to demonstrate what they know, understand and can do with respect to their special needs.

### **SPECIAL NEEDS ACTION FILE**

Special consideration may need to be given to planning assessments for children with special educational needs, for example, greater use may be made of teacher annotation. See SEN Policy for more specific guidelines.

### **EQUAL OPPORTUNITIES**

All children should be provided with the same opportunities for assessment and no child should be disadvantaged with regards to their race, ethnicity, gender, physical ability and disability.

### **ASSESSMENT RESOURCES**

Each year group has an Assessment File in which all achievements are recorded. The Assessment Guidelines within this file provides more detail on the specific requirements.

The school has adopted Assessment Manager as a tool to aid individual and group assessment.

### **REVIEW STATEMENT**

The Assessment and Recording strategies should be reviewed and evaluated annually to consider any problems arising and to take account of any statutory requirements or changes that may effect our systems.

Revised September 2003

A. McCarthy

Reviewed October 2004

A. McCarthy

Reviewed October 2006

Reviewed September 2007

A.Wood

Approved by Governing Body.....

Date.....