

# **Feltonfleet School**

## **Assessment Policy**

### **Introduction**

This document provides an overview of the assessment policies and procedures throughout the School from 3 to 13. This policy embraces the lower school assessment policy and the assessment policies contained within the subject documents in the senior school. The School Marking and Feedback Policy also forms part of our assessment. These documents should be read in conjunction with this one.

Assessment is an integral part of the School's provision for pupil learning and pupil achievement. The School Curriculum consists of activities designed to promote the positive learning, growth and development of Feltonfleet pupils. Assessment is the way in which we are informed that the desired outcomes of learning, growth and development are being achieved.

### **Aims:**

- To monitor children's progress to see what they know, understand and can do.
- To diagnose areas of weakness and highlight areas of strength.
- To help children set targets for future learning.
- To evaluate our teaching.
- To inform future teaching.
- To help in the evaluation and development of the School curriculum.
- To provide information for the reporting process.
- To help staff and pupils to prioritise their efforts.
- To fulfil statutory requirements, where applicable.

### **PROCESS OF ASSESSMENT RECORDING**

#### **Calvi House**

#### **Planning for Assessment**

We identify opportunities for assessment within each unit of work in our planning. Where we are using the National Curriculum or Foundation Stage we use the assessment guidance in these schemes to help us identify each child's level of attainment. Pupils who do not achieve at the expected level for the lesson are noted and this information used when planning for the next lesson.

#### **Recording Assessment**

The type of assessment made varies for subject to subject and according to the age of the pupil. We record children who fail to meet the learning objective or who achieve more than was planned so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class make the planned progress there is no need to record this. We use our annotated lesson plans as a record of progress

measured against learning objectives. Teachers record results of assessments such as spelling tests in their mark books. Pupils reviews are sent out each term.

We keep an individual record for each child which records results of termly and standardised assessments as well as teacher assessment of progress. These records are passed to the child's next class teacher when they change classes.

Assessments of children's work are linked to our school Marking and Feedback policy, which is an agreed policy on why, what and how we should mark. This stresses marking in a positive way.

### **Formative Assessment**

All teachers assess children in their class on a regular basis so that they can plan the next stage in their learning. Teachers use observation, discussion with pupils and assessment of written and oral work. This helps them monitor progress, provides motivation for the children and helps inform planning.

### **Diagnostic Assessment**

Diagnostic assessments such as York Assessment of Reading Comprehension (YARC); Comprehensive Test of Phonological Processing (CTOPP) and Dyslexia Early Screening Test (DEST) are carried out to help identify strengths and weaknesses of individual children.

### **Summative Assessment**

Summative assessments are also used to help us decide what a child can do at a particular time. This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Termly assessments for curricular records
- PIPS yearly

### **Standardised Assessments**

We use:

- The 3+ Aspects Screening – ASPECTS  
This assessment from Durham University's PIPS team is a diagnostic assessment undertaken by all Nursery children in soon after they enter school. It assesses physical development, colour recognition, number recognition, ability to follow instructions, speech and hearing. It includes a record made by the parents.
- Baseline Assessment - PIPS  
This is a diagnostic assessment undertaken by Reception children in September. It tracks progress from Nursery and gives an indication of potential weakness/ability.
- DEST - Dyslexia Early Screening Test administered to all children individually in the summer term of Reception.
- PIPS End of Reception Assessment  
This takes place in June and is a useful indicator of rate of progress made in Reception.
- PIPS End of Year 1 Assessment which shows progress made during the year and gives indicators as to future performance.
- PIPS Year 2 Assessment

This takes place in January and measures progress since Reception. It also serves as a predictor of SATS levels. Although we no longer do SATS it is useful to have an indicator.

- From Reception NfER Verbal and Non Verbal Reasoning Tests

### **Assessing individual pupils whose progress gives concern**

- PREST – Preschool Screening Test (Nursery/Reception before the age of 4y 5m)
- The York Assessment of Reading for Comprehension (YARC) to assess phonological processing and passage reading

These tests may be administered individually to children assessed as potentially being on our Learning Difficulties Register to inform our analysis of their needs.

### **Records of Achievement**

Each child from entry to Nursery has a Record of Achievement. In it are placed:

- Samples of work – selected for the Achievement Board
- Personal comments – made at Open Mornings by Teacher/Parent or Child
- Photographs of selected projects/activities

This supports in the tracking of pupils.

This record belongs to the child and is used to motivate each child and develop a sense of achievement and raise self-esteem. It is returned to the child when they leave Calvi.

## **The Junior and Senior Department**

### **Informal (Daily and weekly observations)**

Informal assessments take place in a variety of forms, including:

- Evidence gathered as a result of oral questioning during class and individual discussions
- Marking of written work
- Observation of pupils
- End of topic assessments/ quizzes
- Weekly spelling and tables tests

### **Internal Tests**

In the Junior school, the pupils are given an assessment in Maths towards the end of September for setting purposes. They then have an assessment in English and Maths towards the end of each term. In the summer they are also tested in French in Year 4. In the Senior school, pupils are regularly set tests within each term as directed by the Subject Leader. In addition to this, Year 7 and 8 have formal exams in the February, Year 8 has Mocks in April and all years have a summer exam (CE for Year 8)

## **Standardised Tests**

Baseline Assessment of Year 3 children is carried out in September and October using the group reading test (GRT) to get a reading age; the single word spelling test (SWST) to get a spelling age and a free writing test to get an indication of writing fluency, legibility and speed. VR and NVR tests are carried out in November. Pupils who score below chronological age on these tests may be given further diagnostic testing by the Learning Enrichment Department to screen for the presence of learning difficulties. These tests include the York Assessment of Reading for Comprehension (YARC); the Digit Memory Test; and the Comprehensive Test of Phonological Processing (CTOPP). In some cases, the Learning Enrichment Department may recommend further assessment by an outside specialist like an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist.

## **PIPS**

All new pupils in Year 3 are given the start of year 3 PIPS test. (Calvi pupils will have had an end of Year 2 test and already be in the system for tracking). At the end of the summer term all pupils in Years 3 and 4 are given the end of year PIPS test. These are then used to track the pupils and see the value added achieved.

In the senior school, pupils in Year 6 take their PIPS in the January whilst Year 5 take theirs during the summer exam week. All pupils in Year 7 and 8 take their MidYIS in the November. All results are analysed looking at comparisons against the national average, progress, attainment, trends and value added.

## **Tracking and Progression**

Tracking takes place by the Heads of the Lower, Middle and Upper school. In the senior school, each colleague uses a pupil tracking/progress sheet to inform planning. This contains all data, SEN details and shows progress within the pupil and subject. This is taken from the whole school progress sheet. The Head of Middle School and the Head of Upper School also track selected pupils and meets with them regularly to discuss achievable targets.

## **How is the data used?**

- Helps to inform whether the curriculum balance is correct
- Informs teachers within their planning
- Marking and assessments help teachers and pupils to set immediate targets to aim for
- Used to help our comprehensive tracking system
- Allows us to look at how well we are doing as against national standards (refer to the booklet: Academic Standards – How well are we doing?)
- Informs whether the time given to each subject is correct – e.g. additional reading periods initiated
- Our MIS (Engage) enables records of VR, NVR, Reading Ages, PIPS and other assessments to be immediately to hand for all staff and will provide analysis of pupils' progress. This enables individual pupils and groups to be tracked and

provides information for target setting. Presently we make very good use of the progress sheets which are accessible and updated regularly on Common.

- Departmental portfolios: evidence of work is kept to indicate the standards of the department and also to indicate progression through the department.
- Used within senior school references
- Communicated weekly at our welfare/academic staff meetings

## **Overview**

After 11 weeks of teaching a Pupil Review Sheet is sent to parents. The Review includes an assessment of pupils' effort and attainment and their level of performance within their specific set or form, their success being determined by comparison with those within the particular group. Level of performance is evaluated as being 'Upper, 'Middle' or 'Lower. Again, where pupils are acquiring a considerable number of ticks in the final column, it would indicate a need for parents to be involved. In terms where exams occur, columns will be provided for results and Year averages.

The effort system is a graded from 'A' to 'C'. Pupils receiving an unsatisfactory effort grade in any subject or subjects would indicate a need for parents to be involved. The pupils' effort grades are based on the effort they put in to the subjects. Their ability is measured against the set or form in which they are working.

A full report is scheduled at the end of the Summer Term.

## **Special Needs**

Beyond differentiation, assessment may indicate a need for further special provision in which case the detailed School SEN policy will be implemented.

The Head of the Lower School, the Assistant Head: Teaching and Learning, Subject Leaders and individual teachers are all involved in the day-to-day review of assessments and delivery of IEP's within lessons.

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