

REDDIFORD SCHOOL

INCLUDING EYFS

ASSESSMENT POLICY

In conjunction with:
Curriculum Policy
Marking and Feedback Policy
Learning Support & Special Educational
Needs & Disabilities Policy

Introduction

Formative assessment is a vital tool to allow the children to make progress. It keeps the teachers, children and parents informed about progress made and can be used to set clear focused targets for future attainment and ensures individually differentiated work is set.

Continuous assessment, both formal and informal, includes elements of oral questioning and discussion along with observations of the pupils at work. The quality of written work, tasks set and completed, skills apparent, and the homework undertaken, is also used to inform staff about the progress that pupils are making. Simple target setting aids the monitoring of this progress.

Teachers use formal class-based assessments in all subjects at least once a term, to assess progress both for the individual and as a collective group. Where appropriate these may be adapted for the less able, as well as the gifted and talented. Alongside this is the analysis of data taken from GL assessments (PTM, PTE, PTS, CAT4, NGRT, NGST, Dyslexia and Dyscalculia Screening, PASS Survey) and other test results taken at specific times during the year in the core subjects. (See Curriculum Policy)

End of year assessment takes place to ascertain the child's ability to cope with the academic standard of the next year group. Occasionally, our assessment indicates that this may not be the case. In such cases the child will be supported by our Learning Support Department and outside agencies may be contacted. However, in some cases, after discussion with the parents, it may be considered that, for the good of the child, alternative schooling is the best way forward. Every effort will be made to support the parents as they enter this process. Fees in lieu of notice may be waived and a transition period agreed.

Assessment is closely linked to planning. Planning starts with a clear and unambiguous learning intention taken from the medium and short term lesson plans. It is this learning intention that leads the activity. Formative assessment can then be used, where appropriate, in the planning and modification of these lessons and their progression.

Marking is also linked and should be informative to staff and pupils, allowing the children to move on and aid their progress. (See Marking and Feedback Policy)

Although the assessment process, by necessity, is quite different in each subject, the aim of it will always be to assist children in their learning.

Assessment for the Early Years

All children follow the Early Years Foundation Stage (EYFS). Staff use observations of children to help them assess the progress which children are making. Where appropriate, elements of self-assessment are also used.

Observations help staff decide where children are in their learning and development, and plan what to do. This may involve seeking the advice and support of outside agencies. This is an essential part of daily practice regardless of the age of the child. Evidence Me is used as an online observation tool and examples of children's work or learning are shared weekly with

parents. Observations help us to get to know a child better and develop positive relationships with children and their parents.

Assessment is used to help plan appropriate play and learning experiences, plan the next steps in a child's developmental progress, and regularly review this approach. Evidence collected during daily activities through observation, notes, photographs and children's work form a significant part of the continuous assessment process.

Children are also continually assessed throughout their time in Nursery to establish whether they adhere to the School's expectations of behaviour and social interaction (Please see School's Behaviour Policy) and ascertain their ability to reach the required academic standards in order to progress to Reception.

Pre Prep Department (Years 1 and 2)

Short term:

- Regular marking and comments in children's books and folders.
- Ongoing teacher assessment alongside children's evaluation of their own work (self-assessments see subject policies).
- Weekly spelling tests.
- Mathematics check-ups (end of unit).
- Half term tests in Mathematics, English and Science recorded in assessment grids.

Medium term:

- Termly assessments of foundation subjects by tests or grading.
- Work scrutiny by subject co-ordinators.

Long term:

- NFER tests in Numeracy and Literacy recorded in assessment grids.
- Standardised reading tests.
- Y2 CAT4 assessment.
- GL PASS Survey.

Prep Department (Years 3 - 6)

Short term:

- Regular marks and/or grades in mark books and folders.
- Unit assessment – see subject policies.
- Half term tests in Mathematics and English – recorded on assessment grids.
- Self-evaluation by children – self-assessments see subject policies.

Medium term:

- Termly tests or grades of Science and foundation subjects – recorded on grids.
- Work scrutiny by subject co-ordinators.

Long term:

- NFER tests in Numeracy and Literacy – recorded on grids

- Standardised reading tests.
- Y2 CAT4 assessment.
- GL PASS Survey.

These tests are especially relevant in Year 5 as they will form our recommendations for secondary transfer, and a pupil's realistic ability to sit and pass entrance and scholarship examination.

- End of year examinations in all written subjects and graded assessments in others – see subject policies.

APPENDIX

Assessment Schedule Years 1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 1	Reading Age English Maths Science	English Maths Science	English Maths Science	English NFER Maths NFER Science	English Maths Science
Year 2	Reading Age Spelling Age English Maths Science Geography	English Maths Science History	English Maths Science	English NFER Maths NFER Science Geography History	English Maths CAT4 Science
Year 3	Reading Age Spelling Age English Maths Science	English Maths Geography History Music	English NFER Maths NFER Science	CAT4 English Maths Geography History Music	English Maths Science Reasoning Geography History Music RE ICT
Year 4	Reading Age Spelling Age English Maths Science	Reasoning NFER English Maths Geography History Music	English NFER Maths NFER Science	CAT4 English Maths Geography History Music	English Maths Science Reasoning Geography History Music RE ICT
Year 5	Reading Age Spelling Age English Maths Science	Reasoning NFER English Maths Geography History Music	English NFER Maths NFER Science	CAT4 English Maths Geography History Music	English Maths Science Reasoning Geography History Music French RE ICT
Year 6	Reading Age Spelling Age English NFER Maths NFER CAT4 Science	English Maths Geography History Music	English Maths Science	English Maths Geography History Music	English Maths Science Geography History Music Latin/French Philosophy ICT

Progress Tracker

Formative check-up test

Summative end of year exam