

Introduction

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and discourage underachievement.

At Thomas Fairchild, assessment must be a part of all teaching strategies to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Aims and Objectives

- To gather information about the performance of individual pupils, groups and classes that is used to set targets at different levels.
- To provide information for planning, teaching and curriculum development, as well as interventions and individual learning programmes.
- To ensure that assessment and recording are key parts of Thomas Fairchild's performance management system.
- To review and where necessary adjust curriculum provision, and to evaluate this on a regular basis.
- To let teachers, parents/carers and governors know about the schools strategic planning.
- To allow pupils to show what they know and understand and what they can do in their work; also to help them understand what they need to do next.

Assessment

Assessment is a daily part of the life of the school. Informal assessments, through the monitoring of children's work and understanding of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning;
- to be summative, providing a snapshot of each child's achievement at the end of a period of learning such as SATs tests in core subjects and at the end of unit or topic assessments.

Children are expected to achieve at least two sub-levels of progress each year. This is used to show pupils and parents the progress that has been made and to feed into whole school analysis.

Annual Assessment Cycle

Autumn	Spring	Summer
<p>Review</p> <ul style="list-style-type: none"> FSP, KS1& KS2 outcomes Raiseonline unvalidated Half termly teacher assessment Reading, writing maths and science Moderation Monitor, review of SEF Pupil progress Target setting On-going Afl 	<p>Review</p> <ul style="list-style-type: none"> FSP, KS1& KS2 outcomes Raisonline validated data Half termly teacher assessments reading, writing, maths and science Moderation Pupil progress On-going Afl 	<p>Review</p> <ul style="list-style-type: none"> Finalise FSP, KS1 & KS2 teacher assessments Submit FSP, KS1 and KS2 data to LA& STA Question level analysis of Y2, 3, 4, 5, & 6 tests. Pupil progress Transition meetings for all staff Set priorities for SIP

Thomas Fairchild Community School Assessment Policy



Roles & Responsibilities

The overall responsibility for assessment belongs to the Head teacher and Deputy Heads.

- Class teachers are responsible for assessment of the children in their care.
- Curriculum co-ordinators are responsible for monitoring assessment within their subject area.
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

Assessment for learning

Assessment for Learning is a key part of our approach to teaching and learning at Thomas Fairchild. Staff use learning intentions, success criteria, marking, peer marking and peer and self- assessment to involve pupils in their learning and to inform them of their next steps.

Assessment for learning opportunities are identified in planning. Marking is against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Marking should include response to marking and red pen work to create dialogue with children to extend, challenge and move learning on.

Audiences

- Pupils receive formal recognition of their achievements in the form of a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects. SATs results are included in the reports of children in years 2 and 6 and teacher assessment levels in Years 1, 3 4 & 5.
- Parents of children in the Nursery and Reception classes receive a report based on the Early Years Profile points.
- Parent/teacher consultation evenings take place three times a year, in the autumn, spring and term.
- Assessment data is also shared with:
- Governors, Staff, pupils, parents / Carers and External agencies.

Assessments

Pupil progress is tracked from nursery to Year 6.

Foundation Stage Assessments: The Foundation Stage Profile is an on-going assessment completed throughout the reception year. Children's profile books to celebrate and record significant developments in their stages of learning.

KS1 (Year 2): End of key stage NC assessments (SATs) are used to assess children's progress. There is a statutory Phonics Screening at the end of KS1 in summer term.

Years 3, 4 and 5: children take the optional SAT papers in English and Maths as well as on-going Assessing Pupil Progress materials (APP).

KS2 (Year 6): End of key stage assessments - SATs are used to assess children's progress from KS1 to KS2. Children are expected to achieve Level 4 or above and make 2 levels of progress in English and maths. Regular short term targets in reading, writing and maths are set in Years 1-6. These targets are shared with pupils, parents and carers.