



Drax Community Primary School

ASSESSMENT POLICY

Date of ratification by Governing Body: 29/02/15

Signed: S. Pagliaro (Chair of Governors)

Signed: CM Habbishaw (Headteacher)

Date for next review: September 2016

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Review Date: January 2016



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January 2015

Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

The key principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing during lessons and what they must learn to help them improve.

At Drax Community Primary School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons;
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;

- Set individual, challenging targets in maths and literacy on a regular basis and discuss these with the pupils so that they are involved in the process;
- Regularly share these targets with parents to include them in supporting their child's learning;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- Mark work so that it is constructive and informative in accordance with the marking policy;
- Incorporate both formative and summative assessment opportunities in medium and short term planning;
- Assess all core subjects half-termly using a common format (APP grids and Optional SATs) and make relevant comments about pupils progress, especially those working below or above the national average and 'vulnerable groups';
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school;
- Use Assessment for learning strategies such as:
 - ✓ Working walls
 - ✓ Targets
 - ✓ Sharing success criteria
 - ✓ Self and peer evaluation
 - ✓ Discussion, talk and modelling
 - ✓ Responses to marking
 - ✓ Displays
 - ✓ Mini plenaries

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort and vulnerable group in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Drax Community Primary School will include:

1. Data from statutory assessments

- Foundation Stage Profile
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from termly and end of year assessments

- Optional Standardised Tests half termly
- Hal-Termly assessments using APP grids for Reading, Writing and Maths
- Weekly mental maths tests
- Weekly / fortnightly independent writing
- Writing across the curriculum
- Guided reading
- Independent reading records