



Glenmere Primary School Assessment Policy



Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at Glenmere will be:

Positive

Manageable

Useful and used

Consistent

Linked to the principles of Assessment for Learning

Aims

To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.

To gather information to inform teachers what will be taught next.

To ensure that assessment and recording is an integral part of the school's performance management system.

To provide information to inform the school's strategic planning.

To track individual progress

Assessment will be used in the following ways:

Formative - the information gained "forms" or affects the next learning experience. Assessment for Learning.

Diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

Evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Summative - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by:

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from; Foundation Stage (Foundation Stage Profile) to Key Stage 1; Key Stage 1 to Key Stage 2; Year 6(Glenmere) to Year 7 (High School)

An analysis of performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:

from ethnic minorities;

with special educational needs;

boys and girls;

Higher attaining pupils

English as an additional language;

travellers;

asylum seekers;

refugees;
pupils who are looked after by the local authority.

Assessment in this school is enhanced by:

Pupils' involvement in self assessment.
Parental support

Monitoring and evaluation

The assessment co-ordinator and Head Teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning. This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

The Head Teacher, assessment co-ordinator, other teachers and subject leaders will know:

What progress pupils are making
Any major problems
Whether pupils' progress is in line with school targets
How the school compares with other similar schools
What aspects of the curriculum and teaching need to be strengthened

Each term pupil progress meetings will be done each term. Forms will be filled in that identify any children underachieving and any children who are not making progress.

An individual or group URP (underachievement recovery plan) will be set up to try and put the child back on track.

The parents/carers will know:

Whether their child is making good progress
If there any major problems
How their child is doing compared with others of the same age (this will be in their report)
What they can do to help

Recording

Pupil progress will be tracked each term from either their reception grade or their KS1 grade.

Results each term will be inputted to Target tracker and on the Angela Kirk analysis grids.

Pupil progress form will be filled in each term.

Each term pupil progress meetings will look at the children that are on track and those that need more support.

The end of year summary will look at APS scores, boys, girls, progress, EAL, FSM, HAP. All of this will be fed back to staff and put in a class and whole school assessment file. Staff will use the data to write class action plans. These plans will identify all the individual needs of the different groups.

Short-term recording

The recording of short notes about individual or groups of pupils' progress towards teaching objectives are to be kept in the teacher's planning file.

The notes will

Help planning at short and medium-term levels

Be useful when talking to another teacher/SENCO or in identifying particular problems

Inform the teaching approach

Inform the grouping of pupils

Inform the choice of resources

Assessment information will be used:

To analyse records to help clarify patterns of performance over time and respond to specific teaching approaches.

To review curricular targets so that they can be amended if necessary and yet still be realistic and challenging.

To inform the assessment co-ordinator in the planning of interventions.

To review and, if necessary, adjust curriculum provision in terms of breadth and balance.

To inform the governing body of the school's standards and improvement through the Head Teacher's report to the governing body. (This will include an analysis of comparative data.)

Marking

Marking will be used to inform planning and therefore will be a continuous assessment.

The marking will adhere to the marking policy.

Special Education Needs and Higher attaining pupils

The SENCO or Higher attaining pupil co-ordinator will arrange any necessary external assessment. The Head Teacher will report to the governing body on standards and school improvement involving these pupils.

What subjects will records be kept for?

Termly assessments will be done for reading, writing and Maths. End of year results will be given for S and L, science and the foundation subjects.

Teachers will give an end of term level for all other subjects and these will be recorded in their assessment folders.

S.Conlon Nov 17



