

ST PIRAN'S SCHOOL

ASSESSMENT POLICY

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, pupils and parents are all working together to raise the standards of the children.

Aims and Objectives

The aims and objectives of assessment in our school are:

- 1 to enable our pupils to demonstrate what they know, understand and can do in their work;
- 2 to help our pupils understand what they need to do next to improve their work;
- 3 to allow teachers to plan work that accurately reflects the needs of each child;
- 4 to provide regular information for parents that enables them to support their child's learning;
- 5 to provide the Headmaster and Governors with information that allows them to make judgements about the effectiveness of the school.

Assessment for Learning

- i) We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject and teacher to teacher.
- ii) We use our school's Curriculum Policy to guide our assessments. In this Policy we set out the aims, objectives and values of our school.
- iii) In our Schemes of Work, we give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.
- iii) We use the National Curriculum, its frameworks and Programmes of Study, the EYFS framework and the national schemes of work produced by QCA to support our teaching where appropriate.
- iv) We plan our lessons with clear learning objectives, and using St. Piran's Learning Habits, which are shared with the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans detail the expected outcomes for each lesson and the level of fulfilment of these outcomes determines the planning for future lessons.

- v) At various points key assessments in all subjects will be made in the form of tests, exams or observations which may be external or internal and are set out on the Assessment and Reporting chart below.
- vi) Children are encouraged at all stages of their education to be fully involved in the assessment of their own, and others', learning. Various strategies are used according to the age and ability of the children, for example, traffic light systems or similar.
- vii) During a pupil's first term in Reception, their teacher makes an assessment to record the skills of each child on entry to the school using our own St. Piran's assessing system. This assessment forms an important part of the future curriculum planning for each child. At the end of the summer term a further assessment is made so that progress can be monitored.

Recording

- i) A formal record of key assessments is kept on the Staff LiveDrive.
- ii) Day to day assessment in the class is recorded by the teacher in his or her mark/planning book and used to inform planning for future lessons. Where there are large discrepancies from expected outcomes the Learning Support staff will be informed.
- iii) The school uses approved National Curriculum assessments when judging pupils' achievements in Literacy and Numeracy. Staff ensure that children are aware of their levels of achievement and how they can improve.
- iv) In EYFS, *Tapestry* is used to keep a detailed, up-to-date view of every child and their development

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress throughout the school.

We actively encourage parents to contact the school if they have concerns about any aspect of their child's work. These strategies include parents' meetings, written reports, exam summaries and informal contacts as required. From Year 3, an Industry Card is sent home weekly which records and reports the level of effort that the children are putting in to each subject, week by week. For new pupils to the school joining from Year 3 and above, staff write a New Pupils' Settling In Report at the end of their first half of term.

In the EYFS, we are well aware that all the pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the pupils are being taught and how well each child is progressing. In the EYFS, we use *Tapestry*-based 'Learning Journals' to record information and characteristics of learning and incorporate parents' information from home as well. All this is available to parents at all times via their own personal log ins.

Writing a Report

A good report reviews the progress of individual pupils, summarising the information, giving examples of performance to support professional judgement and indicates what comes next for the pupil.

The report should be divided into **two** key areas:

1. A brief description of the curriculum activities in which the pupil has been engaged, identifying both attainment and achievement, linked to an indication of the pupil's strengths and weaknesses.
2. Give realistic advice and targets about future areas for development.

Reports are highly valued by parents and pupils and, as professionals, we have a responsibility to provide an accurate account of each pupil's progress. A well-written report will be in the form of a descriptive commentary. It will be:

- Succinct
- Grammatically correct
- Accurately spelt
- Well presented
- Based on evidence of pupil learning
- A reflection of teacher records

The following words and phrases will help in ensuring that reports are precise, specific and factual. However, they are by no means exhaustive:

Strengths – Pupil x has

demonstrated	planned
designed	written
presented	performed
completed	read

collected evidence of
shown excellent/strong/good skills by
revealed an ability to

Weaknesses – Pupil x

has not yet fully demonstrated
has shown in oral work that he/she has difficulty in
was not able to complete the

Future action -

To improve her handwriting Emily should
To develop his agility, Tom should
When doing similar work in future, Avi should

The Good Report

Describes what the pupil has been doing
Identifies significant highlights
Gives realistic advice for future learning
Provides access for a response

context
achievement
targets
action

Specific Guidelines for Reports at St Piran's

- A full set of reports for all subjects is sent to parents twice a year for pupils from Reception to Year 6. These are written in February and July. Nursery children receive one report during the year, in July, for those children who have reached school age.
- Close attention must be made to spelling and grammatical accuracy. Reports must be checked thoroughly before being handed in.
- Please avoid the use of the first person singular.
- Please avoid repeating the same descriptive word in a report. A thesaurus can be useful on the desk beside you.
- Close attention must be given to specified deadlines.
- The name on the top of the report should be the pupil's full name as it appears on the typed class list. A shortened version of their name may be used in the main report.
- All reports must be initialled by the teacher.

Further Guidance

- When typing sentences, there should be one space after a full stop and one space after a comma.
- When writing about 'Year 5', use a capital Y for Year. However, 'He is working well in his year group', should be lower case.
- Names of specific groups have capitals, e.g. Junior Choir, Pre-Prep, Middle School and Upper School.
- Please give each term a capital, e.g. Summer Term, Easter Term and Christmas Term.
- Please set out a 'Well done' sentence like this:
 - '.....has worked hard. Well done, Paul; a good term's work'
 - Please note one space after the full stop, comma after 'done', semi colon after 'Paul' and lower case 'a'.
- The only subjects that should have a capital letter are languages, i.e. French, English, Latin and Spanish. All other subjects are lower case, i.e. geography, mathematics, history, etc.
- All sports are lower case, i.e. rugby, hockey, netball, etc.

- Both focussed and focused are acceptable spellings as long as they are consistently applied through the report.
- To make sure that 'practice' and 'practise' are used appropriately, think about 'to advise' – the verb and 'give advice' – the noun. The spelling of these two words should help.
- Generally, adverbs should be put after the verb: e.g. 'He has enthusiastically participated' should read 'He has participated enthusiastically'. There are some occasions when it reads better the other way but please be careful.

Monitoring and review

The Director of Studies is responsible for overseeing the above policy and keeping it up to date.

Reviewed By: Director of Studies
Date: December 2016
Next Review Date: December 2018

Assessment Year Plan

Christmas Term	Events
September	11+ Grammar School Transfer Tests
	Y6 Leadership Week
October	Y1&2 NFER Reading
	Reception Baseline Assessments
November	Y5&6 CATS
	Y1-6 English and Maths Assessments
December	
Easter Term	
January	Y6 Independent Senior School Tests
	11+ Girls' Common Entrance
	Y2-4 CATS
February	Interim School Reports
March	Y1-6 English and Maths Assessments
Summer Term	
April	
May	YR-6 NFER Reading and Spelling
June	Reception Baseline Follow-up Assessments
	Y1-4 English and Maths Assessments
	Y5&6 School Examinations
July	Year 5&6 PSB Projects
	End of Year School Reports

These are specific to ALL teachers within the school
These are internal exams or assessments
These are external exams or assessments