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# Crockerne Church of England Primary Assessment Policy

## Rationale:

*Assessment lies at the heart of the learning process. In order to promote children's learning it is essential to have a consistent and coherent whole school structure for assessment, recording of assessment information and reporting to parents and other stakeholders.*

## Why assess?

Children's progress is closely monitored at Crockerne in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

## Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

## **Assessment at Crockerne**

Staff at Crockerne have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum and allows progress to be measured and next steps to be clearly identified. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

### **EYFS**

EYFS staff monitor development and keep detailed records in the form of a learning journal. The teachers make a summative judgement three times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings and parents are asked to contribute to their child's learning diary.

### **Year One phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

### **SATS**

In Years 2 and 6 pupils, undertake statutory assessments in **reading, writing and mathematics (as well as spelling, punctuation and grammar in Year 6)**. They undertake these assessments in May and the outcomes are reported to parents.

### **Marking and assessment**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read, review and improve their work following marking. See separate Marking Policy for more information.

### **Reporting to parents**

Parents Evenings are held in the Autumn and Spring terms. In addition to this, at the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school. This annual report will state if the child is **working towards the expected standard, working at the expected standard or working at greater depth within the expected standard** for their year group