

# Blackshaw Moor C.E. (VC) First School

## Assessment Policy

### Rationale

To use assessment of learning and assessment for learning to monitor the progress of all children and determine what each child must do to improve their standard.

### Aims

To motivate pupils and celebrate achievement  
To provide regular feedback to pupils, parents/carers and governors  
To comply with National Curriculum requirements  
To evaluate pupil progress against learning objectives  
To adjust teaching to take account of results of assessment  
To engage pupils in the assessment process and teach them how to improve through self and peer assessment  
To set curricular and individual targets

### Use of published tests

In addition to end of KS1 and Optional Y3/Y4 SATs, the following commercial material is used:

Foundation Stage - ASPECTS (nursery children on entry)  
Y2 NFER/YOUNGS reading tests  
Y3 NFER reading tests  
Y4 NFER reading tests

The reading tests are completed every 6 months

### Contribution of assessment to the curriculum

Assessment is carefully planned from on-going work and covers all subjects. It can take the form of informal assessment of children's understanding in lessons and formal assessments such as 6 weekly writing and science assessments and phonics assessments, termly reading and maths assessments and weekly spelling tests in KS2 and KS1. The results of the writing Maths, reading and science assessments are recorded and tracked and termly individual targets arising from the maths and writing assessments are set which are communicated to parents. End of unit

assessments in the foundation subjects and RE take place in KS1 and KS2 and results are recorded. Termly tracking meetings involving all teachers evaluate the progress of pupils and decisions are taken to support children making less than or more than expected progress. Teachers use informal assessment during lessons to adjust planning to take account of pupils' need for challenge or support. As children progress through school, they encounter increasing opportunities to reflect on their own and others' work and to participate in the assessment process.

Analysis of pupil performance in the end of KS1 and KS2 Optional SATs leads to the setting of individual, group and whole school curricular targets as appropriate. The latter are contained in the annual school development plan.

### **Foundation Stage Class**

Throughout the Foundation Stage, children's development is assessed in relation to the Stepping Stones and the Early Learning Goals that form part of the curriculum guidance for the Foundation Stage. These assessments are made on the basis of observations and knowledge of the whole child. By the end of the final year of the Foundation Stage, the Foundation Stage Profile provides a way of summing up that knowledge.

### **Parental Involvement**

Parents are informed of their child's progress through yearly written reports, annual consultation evenings, half-termly behaviour and effort grades and additional individual consultation where appropriate. KS1 and KS2 parents receive termly newsletters informing them of topics to be covered by their children and ways of supporting their learning. Foundation Stage Class parents receive weekly updates explaining the work of the class.

### **Recording**

Assessment data is currently recorded on Assessment Manager.

Agreed by Staff

Agreed by Curriculum Committee

Agreed by full governing body

To be reviewed

## **Dyslexia**

We will provide alternatives to written test where possible to give children the opportunity to demonstrate their understanding. For example, scribing.

We will make arrangements to help children to complete their SATs tests in a fair way. For example by allowing children to read reading tests out loud to themselves or a TA.

By presenting the tests in parts and giving the children opportunity to work in a quiet place by themselves if they prefer.

Where allowed we will read the instructions and questions for example, in the KS1 maths test. we will allow the child to sit 121 with TA support for this.

## **Dyslexia Friendly Marking Policy**

Teacher's will take into account the difficulties certain pupils face when reading and writing.

We will target mark children's work so they are not faced with an overwhelming list of errors.

We will also mark positively to show which parts of the word for example were spelt correctly.

We will mark for content rather than absolute grammatical and spelling accuracy.

We will not use red pen when marking.

Our comments will be checked for readability and we will use a clear, cursive script.