

Curriculum Policy for Assessment

<p>Intent</p>	<p>The intent of assessment is to ensure that pupils attain their full potential making sufficient progress from their starting point and that parents are fully informed of how their child is performing (impact). Secondary to this is accountability at all levels, including governors, the local authority and Ofsted (impact).</p> <p>In writing this policy the school has considered:-</p> <ul style="list-style-type: none"> • what the intent of the assessment is • who the assessment is for • how assessment informs teaching (impact) • how workload from assessment can be minimised so that teachers can focus on teaching and learning • what information parents need to know about how their child is performing (impact) • what children need to know in order to reach their full potential (impact) • what information senior leaders and governors need in order to hold others to account (impact) • how this policy links to national assessment and moderation arrangements
<p>Aims</p>	<p>At Heatherlands Primary School assessment is seen as being integral to teaching and learning, as well as to the tracking of pupil progress.</p> <p>Assessment in reading, writing and mathematics is ongoing and data is recorded on a termly basis. Similarly, assessment in other subjects take place throughout the year and is reported annually. Outcomes from assessment are used for three audiences; teachers, parents and governors.</p>
<p>Implementing target setting</p>	<p>We set targets for the children at the beginning of each academic year. These targets are set using information from their previous teacher as well as assessments completed in school.</p> <p>Targets will be shared with parents in the Autumn term as part of parents evening.</p>
<p>Implementing assessment</p>	<p>Children with SEND/some children will be assessed using the Engagement Model if they are not accessing the Early Years or National curriculum. The BCP graduated response document will also be referred to when making assessment judgements.</p> <p>Some children working below year group standards/working pre key stage will be assessed using the 'B squared' online assessment system and small step progress will be monitored and assessed regularly (every</p>



other week).

In Early Years Foundation Stage (EYFS) an age-appropriate Reception Baseline assessment (RBA) of early mathematics and literacy, communication and language is administered within the first six weeks of a pupil starting reception. Observational assessments are carried out throughout the year and are completed at the end of the reception year. Children are assessed against the early years foundation stage profile at this time.

Throughout Years 2 – 6, children will complete a termly 'SWST' – (common exception word spelling test) to find out how many words they know and can spell and which words they need support to learn. They will also undertake multidimensional fluency reading assessment and comprehension assessments in the Autumn term to assess need and ensure book bands are allocated correctly. Children scoring in the low range in multidimensional fluency, those who did not pass their phonics screen check in Year 2 or those working at 'B' will continue to be assessed using this assessment termly and added to flightpath reading lists.

In Year 6, children are assessed in reading, writing and maths through a combination of mock SATS/SATS and teacher assessment. Teacher assessments are ongoing and SATS take place in the summer term. The results are reported to parents at the end of the academic year but parents are kept informed of their child's progress through parents evening meetings.

In Years 2 – 5, children are assessed in reading, SPAG and maths using regular end of unit tasks and assessments. In the summer term they will be assessed using NFER tests. The results are reported to parents at the end of the Autumn and Spring terms at parents evening to enable parents to see how their child is doing in class.

In Year 1, the children's phonics ability is assessed through a phonics screen. Assessment for this takes place throughout the year and the official check takes place in the Summer term. Children who do not pass will retake this check in Year 2. The results are reported to parents at the end of the academic year, but parents are kept informed of their child's progress through parents evening meetings.

In Key stage 1 and 2, children are assessed in the foundation subjects throughout the academic year through the use of quizzes, retrieval tasks, discussions, question and answer sessions, home learning and key planned activities. School reports are sent home to the parents in the Spring term, highlighting how the child is achieving within these subjects. In the Summer term, any results for the relevant year groups will be sent home along with new classes information packs. Children will be assessed as 'B' (working 2+ years below their chronological age), 'W' (working towards the expected standards), 'N-/N' (working at age related expectation with/without support) or 'A' (exceeding expected



<p>Additional assessments/interventions (SEND)</p>	<p>standards.)</p> <p>Relevant assessments or interventions will be used to assess a child's needs and ensure the correct support and resources are put in place. These assessments will be completed by the SEN team, class teachers and teaching assistants.</p> <p>Assessments include: COPS – Cognitive difficulties for 4-8 years Lucid COPS – Cognitive Difficulties for KS2 pupils DST-J – Dyslexic screening test for 6-11 years Bracken Test – Basic concept knowledge and language assessment tool for 3 - 6 years 11 months PhAB - Phonological Assessment for 5 – 11 year olds Boxall Profiling – Assess social emotional wellbeing</p> <p>Interventions include: ELSA Speech & language Pastoral Precision teaching Pre teaching/over learning Overcoming barriers Numicon Project X reading Lifeboat spelling Nessy SNIP Nellie Reading plus Plus 1 & Power of maths 2 Colour semantics</p>
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