

# Assessment Policy

January 2012

Reviewed annually by the governing body



## Introduction

The Priory Primary Academy Trust is a small rural school with a maximum of 168 pupils on roll. One of the advantages of being small is that all the children are well known to the staff and there is no possibility of a child “slipping through the net”. There is constant dialogue between staff and between staff and parents so that children’s academic progress and emotional well being are paramount.

The Academy aims to assess children in a variety of formal and informal ways throughout their school career to ensure that they are making appropriate academic progress.

The policy should be read in conjunction with the school’s guidelines for marking.

## Foundation Stage

Children are admitted to school in the year in which they become 5 and generally all attend full time by the beginning of the Spring term of their Reception year. By staggering the Reception class intake, the Foundation Stage staff are able to make their initial assessments of children’s abilities and attitudes. Assessments are made continually throughout the year, either as a direct result of planned activities or they may be of a more incidental nature. Children are given a great deal of verbal encouragement and, when appropriate, written feedback. There is a daily constructive comment to parents in the reading record book. At the end of the Reception Year, judgements are made for each child in each area of the Foundation Stage profile.

## Key Stage One

Year One and Two teachers carry out regular informal assessment as well as systematic formal tests and they adjust their teaching in the light of the results. At the end of the Key Stage, assessments are made in English, Mathematics and Science and the results are included in the annual report to parents.

## Key Stage Two

Children in Key Stage Two have a similar programme of formal tests and informal assessments. At the end of Years 3, 4 and 5 children sit the “Optional QCA tests” for English and Mathematics. At the end of Year 6, the children sit the SATs examinations in English, Mathematics and Science and the test and teacher assessment results are reported to parents.

## Progress

From Year One to Year 6, children are anticipated to make two sub levels of progress in English and Mathematics each year. From the end of Key Stage One to the end of Key Stage Two, it is anticipated that children will make two National Curriculum levels of progress in these subjects, ie from a Level 1 to level 3, a level 2 to a level 4 and a level 3 to a level 5.

## Tracking

Each teacher is accountable for the educational progress of the children in his/her class and the Head Teacher meets with all teaching staff at the beginning of the academic year to discuss the anticipated levels of progress for each child. Each teacher maintains a record of individual pupils’ attainment on a spreadsheet. Children who

are exceeding, meeting or falling short of expectations are clearly identified and intervention strategies are implemented as appropriate. An interim meeting with the Head is held in the middle of the Spring term and a final meeting is held at the end of the Summer term to discuss overall progress.

The Head and Deputy maintain a record of attainment across the Academy.

### **Data analysis**

Data in the Academy is used to inform teacher planning, to inform children, parents and governors of progress and to aid the target setting process.

There are many different sources which aid data analysis including Fischer Family trust, Raise Online, County Data and the NFER Performance Analysis Service (PASS).

The Head Teacher works closely with the School Improvement Partner to analyse data to construct an accurate picture of school attainment and progress and to identify priorities for the development plan.

### **Accountability**

The Head Teacher monitors teaching and learning in a variety of ways, including work scrutiny, lesson observations, discussion with teachers and children and informal “drop-ins” to classrooms.

**The Head Teacher presents regular reports to the Governing Body detailing children’s progress and these includes whether targets have been met and what progress has been made in comparison with local and national averages.**

**This policy is monitored and reviewed by the Governors’ Curriculum Committee.**