ASSESSMENT GUIDELINES (CURRICULUM)

Reviewer: Daniel Green

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Whitegrove Primary School provides assessment opportunities which aim to:

- Provide evidence of a child's progression and learning.
- Support the development of children's ownership and responsibility for what and how they learn.
- Fulfil the legal requirements for assessment, recording and reporting thus tracking pupils progress effectively through the school ensuing all children maximise their learning.

To achieve these aims the school teaches:

- The content specified in the Early Years Foundation stage (EYFS) Curriculum and Key Stages One and Two National Curriculum for England.
- The content specified in the Bracknell Forest locally agreed syllabus for Religious Education.
- The content of the Relationships Education, Relationships and Sex Education (RSE) and Health Education for Key Stages 1 and 2.

There are two main aspects to assessment at Whitegrove; assessment *for* learning and assessment *of* learning (teacher assessment).

- *Assessment* for *learning* (AfL) "...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (*Assessment Reform Group, 2002)*
- Teacher assessment (*assessment* of *learning*) is the process of reviewing this evidence giving a clear profile of pupils' achievement across a whole subject, and informs and shapes future planning and targets for improvement. It can be further informed by the use of standardised assessments and other summative assessment tasks.

Assessment for learning:

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The 10 principles of assessment for learning to guide classroom practice are that it:

- Is part of effective planning;
- Focuses on how students learn;
- Is central to classroom practice;
- Is a key professional skill;
- Is sensitive and constructive;
- Fosters motivation;
- Promotes understanding of goals and criteria;

- Helps learners know how to improve;
- Develops the capacity for self-assessment;
- Recognises all educational achievement.

(Assessment Reform Group, 2002)

- ❖ Through meetings and discussions with teachers and other professionals it is ensured that AfL is embedded in curriculum planning, teaching and learning.
- ❖ Teachers develop their understanding of AfL through sharing learning goals with learners, helping learners to know and to recognise the standards for which they are aiming, involving learners in self-assessment [and peer assessment] and providing feedback that leads to learners recognising their next steps and how to achieve them.
- ❖ AfL is underpinned by the confidence that every learner can improve and that it involves both teacher and learners reviewing and reflecting on assessment outcomes.
- ❖ Reference to AfL is made in planning which is monitored by the assessment team.

Teacher Assessment:

- Children's achievements in reading, writing and mathematics are tracked at three points during the year and their progress towards their expected progress target is monitored.
- Teacher assessments also inform curricular targets which are shared with the children and parents.
- Targets are reviewed regularly as the children progress and are updated and renewed when achieved.
- Pupil progress is discussed within termly pupil progress review meetings.
- Targeted interventions which are made to enable children to achieve expected levels of progress are also discussed and reviewed at these meetings.
- The level of impact is assessed and changes to teaching and learning are made as appropriate.
- Teacher assessments are recorded within the school's tracking systems

Foundation Stage Assessment:

- Initial teacher assessments of children's achievements are made using reception baseline assessment within the first 6 weeks of the foundation stage.
- Evidence informing assessments is recorded.
- Ongoing assessments are made and moderated by the Foundation team and SLT using appropriate tools.

Writing Assessment:

- Children's independent writing is assessed regularly using recording sheets created by the English Co-ordinator. A variety of genres are assessed during the year.

- Writing assessments are completed in the Children's Writing books so both the staff and children can see the progress made.

Maths Assessment:

- Children's progress towards learning objectives is noted during and after lessons, often from teacher- or TA-led guided group work.
- These notes are used to inform teacher assessments by making a judgement against the year group objectives.
- Years 2-6 also use the standardised mathematics tests to inform teacher assessments and to provide diagnostic information.

Reading Assessment:

- Children's reading skills are assessed during regular guided reading sessions. Teachers use levelled questions and activities in planning for guided reading activities.
- In making teacher assessments, teachers judge the child's progress through the year group objectives.
- Years 2-6 also use the standardised reading tests to inform teacher assessments and to provide diagnostic information on the assessment focuses.

Reporting to parents:

- Parents' Consultation Evenings take place up to three times per year. In addition, individual appointments can be made with teachers throughout the year via the school office. Notes from these discussions are kept by the class teacher.
- Once a year, the parents receive a detailed written report which covers their child's achievement in all areas of the curriculum.
- Pupils share progress with parents at termly pupil conferences and year group celebrations.

Reporting to the Governing Body

- The progress of children across the school is reported and discussed at the Quality Curriculum and Ethos Committee.
- Children's achievements in the EYFS and the statutory standardised tests are reported and discussed at the first full Governing Body meeting following publication.