

Thurlbear CE VA Assessment Policy

Why do we assess?

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

The aims and objectives of assessment at Thurlbear:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow teachers to plan work that accurately reflects the needs of each child (referencing National Curriculum expectations).
- To help our children to understand what they need to do to improve their work.
- To provide regular information for parents so that they can support their child's learning.
- To take stock of whole school data and to identify future whole school development needs.

Marking and feedback to pupils, both written and oral are important aspects of the assessment process. They are integral to support an individual child on their learning journey and personal development.

Assessment at Thurlbear

Staff at Thurlbear have worked collaboratively to develop an assessment system that takes into account the criteria of the National Curriculum. As previously there is great emphasis on children's strengths as well as areas for development. It is mainly of a formative nature.

Reception Baseline Assessment

The Government requires schools to deliver the Reception Baseline Assessment (RBA-DfE). This statutory assessment is an age-appropriate assessment of early mathematics, literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has 2 components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The BBA-DfE will be used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception to the end of Key Stage 2

Year One Phonics Check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the class teacher. Results will be included with the Year 1 end of year report. They will take place in a nationally designated week in June.

Year Four Multiplication Tables Check

Children in Year 4 will participate in a multiplication tables check. This assessment will be administered by the class teacher on an iPad/tablet or computer and will take place in a 2- week period from 3rd June. Results will be included in the Year 4 end of year report.

National Tests

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the Governing body. The national expectation is that children should aim to meet age related expectations or exceed at the end of Year 6. In addition, teachers across the school assess regularly and use this summative information to inform their planning and teaching.

Assessment in Years 1 to 6 is recorded on an Assessment sheet and entered onto a computerised system termly. Children are assessed against the following descriptors:

- Below expectations
- Secure – Exhibits skills independently
- Above/Exceeding– Exhibits skills spontaneously and with confidence, representing higher levels of attainment.

For our foundation subjects, teachers make judgement clearly based on a yes/no approach.

The focus of each assessment will be related to National Curriculum criteria and learning objectives. Assessment sheets will be completed as summative documents and recorded on our computerised system. Each key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. It will also identify areas that need to be re taught on occasions.

Most assessment information will be collected through observations, information in books, pupil self-assessment and assessment activities such as tests or quizzes.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing, and Maths and, for some year groups, grammar, punctuation and spelling (GPS). This will be based upon the programmes of study. Judgements will be based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress meeting discussions and towards accountability data.

Pupil Progress Meetings

Meetings take place termly between the Deputy Headteacher, SENDCo and class teacher. Within these meetings, the progress of every child is considered, and discussion take place about factors which have secured good progress and factors which may be inhibiting good progress. From such discussions specific activities or further individualised learning plans may be put in place. Throughout the term, similar conversations take place between teachers and senior leaders, who also check pupil progress and the effectiveness of intervention programmes. The SENDCo

(Special Educational Needs Co Ordinator) monitors children who may need extra support as needed.

Parent Consultations

Parent consultation evenings take place in autumn and spring terms for children from Year R to Year 6. Parents are asked to complete a satisfaction questionnaire at the end of every consultation evening to check that they have received adequate information and are aware of how they can support their child at home.

Reports to Parents

At the end of the year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by the teaching team. Parents/guardians are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion

Thurlbear is fully inclusive and works hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is for all children, including those with additional needs. We work hard to ensure that all additional support in the classroom is deployed efficiently. Where a child is not making the expected progress the class teacher works alongside colleagues, parents, external agencies and the SENDCO to plan further individual support. We follow the assess, plan, do, review cycle to make sure that all children are monitored closely and make good progress. We use learning passports where appropriate, which are reviewed with the child and parents termly. The SENDCO is available to provide advice and support to staff and families. We also maintain a list of focus children who may be vulnerable despite quality first teaching. All children are encouraged to achieve their best and become confident individuals who will make the very most of the opportunities provided.