



Assessment Policy*

*See also Teaching and Learning and Marking and Feedback Policies

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and the children's progress expressed and monitored. It should be done in partnership with the children and be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. Used effectively it will help the school to strengthen learning across the curriculum and help teachers to enhance their skills and judgements.

Aims and Objectives

The aims and objectives of assessment at Dormer House School are:

- To enable our children to demonstrate what they know and understand;
- To help our children understand what they need to do to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents/carers that enables them to support their child's learning;
- To provide the Senior Leadership Team (SLT) and Trustees with information that allows them to make judgements about the effectiveness of the school;
- To engender a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement.

Assessment information may be gained through:

- Formative strategies (Assessment for Learning) to indicate the effectiveness of teaching and learning
- Summative strategies for recording and reporting attainment
- Diagnostic strategies to identify strengths and specific difficulties

Formative Strategies - Assessment for Learning (AfL)

The range of opportunities for carrying out continuous assessment is increased by:

- Good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group;
- Adopting a variety of AfL strategies to suit the needs of all learners such as peer assessment;
- Classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation;

- Effective use of other adults in the classroom and the cooperation of the parents.

The outcomes of assessment modify our teaching methods, provide feedback on the curriculum and indicate pupil progress. The potential for AfL in developing a positive self-image in the pupil is recognised through constructive feedback and the feeling of success, which encourages further study.

At Dormer House each child has a Pupil Profile where teachers highlight what has been achieved in class in reading, writing and mathematics using National Curriculum criteria.

Peer and Self-Assessment

Teachers also provide opportunities for pupils to reflect on their performance and the performance of their peers identifying areas where greater help or application are needed.

Target setting (See also Marking Policy)

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children. Target setting also allows us to ask some key questions about the performance of our school. These are:

- How well are we doing?
- How well should we be doing?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Target setting is a significant strategy for improving achievement provided that the child is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual child.

Marking

Teachers in the school use a common policy for marking work which is fully understood by all staff - see Marking and Feedback Policy.

House Points

House Points are used for classwork and homework, with the Headteacher sticker award available for exceptional work.

Summative Strategies – Formal Assessment

Formal tests: Salford Reading Test (Year1) Group Reading Test II (GRTII), Schonell Spelling Test and Progress in English and Progress in Mathematics are used to chart

progress and offer concrete evidence of a child's academic achievement. They are however only a snapshot of what the child has achieved across the year. Children in Years 1-6 will have a formal writing assessment at the end of each half term.

The results of these tests are recorded on individual and class tracking forms where they

are used to measure progress across the academic year, year on year or across a key stage. It is particularly important that summative assessment is reported in a way useful for pupils, teachers, parents and other interested parties and that there are regular progress meetings to monitor progress and intervene where progress has been slow.

Diagnosotic Assessment

This type of assessment is used to gain evidence of specific strengths or specific needs of individual pupils. E.g. Dyslexia screening test

Reporting Assessment

The Headteacher and class teachers keep records of test results and levels achieved as well as teacher assessment which are recorded on pupil profiles and individual and class tracking forms.

Weekly tests results are kept by the class teacher and can be used to record/mark significant points in a child's development, such as moments of 'breakthrough' in understanding.

Our Expectations and Value Added Data - Under Review pending assessment without levels guidance from the DfE

An average child in Key Stage 1 will make 2-3 sub-levels of progress per academic year whilst an average child at Key Stage 2 will make 1-2 levels of progress per academic year. However, at Dormer House School, we expect the majority of children to exceed these levels, and we set targets accordingly.

Reports

A report on English, Maths, Science, Creative Expression (Art, drama, music and dance) and general progress is given to parents/guardians in December with the results of any tests undertaken that term. The full report at the end of the year gives a detailed information of work covered, test percentages or grades for various skills and abilities, a comment highlighting achievements and advice for improvement/continued progress. For Years 1 to 6 we also include test results and teacher assessment.

Information available to parents at parents' evenings will include National Curriculum levels of attainment (Y6), updated Pupil Profiles, test percentages where available and comments on class work and homework. Advice for improvement and continued progress will be given as appropriate.

This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.

Signed

Date: