School Assessment Policy

Supporting the achievement of all children at;

Your School Logo here

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| --- | --- | --- |
| **Written Date** | **Review Date** | **Approved by** |
|  |  |  |
|  |  |  |

Principles and Aims (1)

***Formative (AFL – Teacher Assessment)***

Clear aims – How does this policy support pupil’s achievement in all groups across school?

How will it be achieved? – Who will gather information? Who will monitor? When? \* **Not adding to work load – Can you assist teaching staff by reducing what is not completely necessary?**

How will it be recorded? - School based systems?

How will it be used? – Feed back to pupils, parents, teachers for improvement goals.

***Summative (Data gathering from formal tests / STAT / assessments / SEN reviews)***

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Have we covered the statutory assessment requirements? Do all staff know their part to play in this? (ARE for each year group.)

Arrangements for the governance, management and evaluation of assessments (2)

***Formative (AFL – Teacher Assessment)***

Who is responsible for ensuring the assessment policy is maintained and followed?

Who is responsible for monitoring effectiveness of assessment practices?

What are the criteria by which effectiveness of the policy and practices will be judged?

When might moderation be necessary to help ensure consistency and accuracy of assessment judgements?

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Who is responsible for the statutory assessment requirements?

Information about how assessment items will be collected and used. (3)

***Formative (AFL – Teacher Assessment)***

Which data is **necessary** for collection and use?

How will we use the assessment information we have collected?

With whom shall we share it with and when? Pupils/parents/SLT/governors?

How should it best be communicated to ensure it best achieves its purpose?

**\*What arrangements can we put in place to ensure it is only ever collected, shared and used appropriately without causing unnecessary work load?**

How can we guard against the potential distortion of assessment outcomes as a result of different uses?

**\*Be careful that any if you are to use assessment data for performance management, that this is made clear in pay and appraisal policies.**

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Does this meet the statutory assessment requirements?

Arrangements for ensuring teachers are able to conduct assessment competently and confidently. (4)

How do we ensure good understanding of assessment and assessment practice amongst all teachers?

Who will be responsible for ensuring staff have access to CPD on assessment?

How will we stay abreast of good practice and what mechanisms will we put in place for sharing it?

How will staff be kept up to date with changes in statutory assessment requirements and age related expectations?

Appendix 1 – A guide to assessment for teachers. (5)

Use pages 27 & 28

Day-to-day in school formative assessment;



In school summative assessment;



Nationally, standardised summative assessment;

You may want to consider each type of assessment as subject specific information and represent with a table?

*Example;*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *In school summative assessment – Year 3* | | | | | |
|  | Reading | Writing | SPaG | Maths | Foundation |
| Term 1 | *PM bench marking*  *STAT records for guided reading groups.* | *Use STAT to assess independent writing and moderate samples in staff meeting.* | *Use STAT and school spelling test results.*  *SEN – B squared*  *Monitoring report based on spelling interventions.* | *Use STAT to assess outcomes and moderate books in staff meeting.*  *Use alongside TA from ‘Rising Stars’ tests.* | *Use Skills document to assess outcomes and moderate work in staff meeting. (History)*  *Copy examples for moderation file.* |
| Term 2 |  |  |  |  |  |
| Term 3 |  |  |  |  |  |