

St Nicholas School

POLICY FOR ASSESSMENT

Assessment at St Nicholas School is an integral part of classroom practice and planning. It is a regular and cumulative process and is the responsibility of every teacher.

Through assessment we aim to:

- Raise standards of achievement
- Develop a common approach
- Promote continuity and progression
- Clarify teaching and learning priorities
- Identify resource implications
- Meet the statutory requirements of target setting and reporting

The complex and varied educational needs of the pupils at St Nicholas School has led to the development of a fully modified curriculum across Key Stages 1 and 2.

Each pupil retains a Pupil Profile Document in the core subjects - Language, Numeracy, Science, ICT and Personal, Social, Health Education (PSHE). They are updated on a regular basis. These records enable teachers to:

- Summarise information at any time in order to determine pupils' attainment
- Influence and inform classroom planning
- Ensure continuity and progression
- Provide feedback to pupils and/or parents
- Pass on relevant, up to date information on any pupil to another class teacher or another school
- Set Learning Targets for Individual Education Plans (IEPs)

While the Governors and Senior Management of St Nicholas School recognise that the pupils will not register progress against nationally set targets and assessment criteria, there is an expectation that they will show progression against key Stage Targets and Individual Education Plans (IEPs).

Procedures for Monitoring Assessment

The assessment co-ordinator will be responsible for:

- Monitoring all planning, recording and assessment procedures
- Ensuring equality of opportunity for all children
- Updating the results from assessments into a pupil data tracking file
- The induction of new members of staff into the systems

Senior Management will regularly observe in classrooms and view the planning files of individual teachers at least once each half term.

Reporting to Parents

Parents will be updated on their child's progress through the following procedures:

- Parent Evenings (at least two in each school year)
- Annual Reports written by class teachers
- Annual Review of the Statement of Special Educational Needs
- Assessment and Review of IEPs set termly.

Assessment procedures will be reviewed and existing practices developed or refined where appropriate.

INFORMATION FOR STAFF

It is the expectation of the *Governing Body* and Management of the School that all teachers adhere to the established structures for pupil assessment within St Nicholas School.

All pupils in the school have a Pupil Profile Document that follows them through their school career at St Nicholas. Contents of the profile are as follows:

1. Pupil information
2. Annual reviews and reports throughout their time at St Nicholas
3. IEPs (2 years)
4. Levels - BSquared summary sheet at the end of the academic year for:
 - Numeracy
 - Literacy
 - PSHE
 - Science
 - ICT
 - PE
5. Assessment - work samples annotated and levelled
6. Therapy programmes where required

The information within these profiles produces cumulative pupil assessment data. It also influences differentiated planning and target setting for IEPs.

IEP's are set for Literacy, Numeracy and PSHE&C. There should normally be 3 targets, relating to Personal and Social development, Communication and Numeracy, reviewed termly.

Pupil's progress through P levels and NC levels is recorded on BSquared Format. This allows all staff within the school to access the progress of any pupil and add to the assessment process.

Pupil end of year assessments are placed on a tracking system enabling professionals to analysis the progression of each child on a yearly basis.

A further programme, CASPA enables all professionals to have a greater and more detailed analysis of data entered by teaching staff. This is used for monitoring individual pupil progress over time and identifying the performance of different groups for school improvement.

Following the Annual Review of each pupil's Statement of Educational Needs, parents/carers are sent a written report of progress across core subjects. Each of the subjects highlights the progress achieved within the past academic year in the form of a P-Level or NC Level followed by a projected achievement level for the coming year. Particular areas for concentrated teaching and learning may be included.

Other relevant issues arising from discussion at the Review is summarised at the end of the report.

The projected levels for learning form the basis for the following academic year's IEP's and pupil targets, which are handed on to the next Class Teacher.

Full School Reports are written and sent to parents/carers in July. These are specifically personal statements about each child. There are no generic statements. Full details regarding the curriculum areas covered during the academic year are reported to parents in a weekly newsletter.

Standardised Assessment Tests

All year 2 and year 6 pupils are teacher assessed and results forwarded for inclusion in National and local data. If a child is working at the level of the tests, they will be entered for the test.

VALUE ADDED TEACHING EVIDENCE

Work samples are collected as evidence of value added teaching throughout the year. These samples are added to each child's Profile Document.

By the end of the first half term of the Autumn Term there must be a Maths and Language work sample for every pupil in your class which will have been moderated for a P-Level assessment within a Key Stage panel meeting.

This will be repeated at and by the end of June for comparison and evidence of progress.

In addition subject curriculum coordinators will collect samples of work representing the range of P/ NC levels in the school. This will be moderated by class teacher and coordinator. Samples to be retained in Subject Profile Documents.

Samples can be:

- originals
- Photocopies
- Photographs etc accompanied by a dated, brief explanation of the criteria that it fulfils

A letter is sent to each parent/carer outlining the reporting to parents procedures.

CURRICULUM AREAS

Each subject area of the curriculum is managed by a teacher co-ordinator.

The co-ordinator is responsible for:

- The Annual Review/Update of the Subject Policies
- Review and updating of a Scheme of Work for the whole school
- The regular audit of subject delivery across the Key Stages
- Audit, maintenance and ordering of appropriate resources

The subject co-ordinators are also responsible for the collection of appropriate work samples to demonstrate differentiation, breadth and development of the curriculum accessible to pupils throughout the school.

Policy agreed (Date)

Signed.....Chair of Governors

Signed.....Head Teacher