



Corbridge C of E First School **Assessment Policy**

RATIONALE AND SUCCESS CRITERIA

“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”.

Good assessment for learning makes:

- An accurate assessment – knowing what the standards are, judging pupils’ work correctly, and making accurate assessments linked to the Early Years Framework and Primary Curriculum
- A fair assessment – knowing the methods used are valid;
- A reliable assessment – ensuring that judgements are consistent and based on a range of evidence;
- A useful assessment – identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- A focused assessment – identifying areas of a child’s learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition; for continuity of assessment, enabling better transfer between years and schools.

We will know we are successful if:

- Children know how they are doing, and understand what they need to do to improve and how to get there.
- They get the support they need to be motivated, independent learners on the continuous journey of improvement.
- Teaching staff feel equipped to make well-founded judgements about pupils’ attainment, understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan, particularly for pupils in need of individual/group provision and SEN.
- We have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- Every parent and carer knows how their child is doing, is able to contribute to assessments, knows what they need to do to improve, and how they can support the child and their teachers.

Class teachers will be responsible for:

- Liaison with parents and support staff regarding progress
- The assessment of the children in their class and ensuring that this is in line with the Primary Framework and objectives agreed within the year group or key stage planning.
- Carrying out such standard tests as have been agreed to form part of the school's assessment procedures and be responsible for maintaining assessment files.
- Setting, updating and reviewing targets reporting progress during pupil performance meetings
- Analysing and tracking the progress of key groups in own class.
- Alerting the SENDCO if their assessments show a child's performance to be exceptional for the year group or indicate that the child is experiencing difficulties.
- Participation in regular book scrutiny within year group, key phase and whole school
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Subject Leaders will be responsible for:

- Monitoring the planning and assessment that is taking place across the school which relates to their subject.
- Completing regular book scrutiny related to subject area.
- Presenting a clear picture of standards across school in relation to their subject area.
- Collecting samples of work which demonstrate the range of standards achieved.
- Supporting the setting of realistic and challenging targets achieved across school.
- Collating the results of standardised assessments (Literacy and Maths Lead)
- Working with the Head Teacher and SLT to analyse assessments in order to monitor and raise standards

Assessment Leader (HT)

- Analysing termly data.
- Producing termly update on attainment for key phase presented to SIP/governing body.
- Monitoring assessment arrangements.
- Liaising with other schools on matters of assessment where appropriate.
- Action planning indicating priorities for development and improvement.
- Completing termly audits on assessment in school and reporting back to all staff.
- Keeping up to date with local and national developments relating to assessment and disseminating information as appropriate.
- Attending Hexham Partnership Assessment Supporting the setting of realistic and challenging targets achieved across school.

Assessment Table

Class	Assessment	Complete by	Used to support	Retest	Notes
Y1. Year 2 Where applicable KS2 individuals	RWI	End of week 4 – Autumn Term	Inform guided reading / Phonics	December, March and June– or as needed by individuals	
	Running Records	End of week 4 – Autumn Term	Book bands	December, March and June– or as needed by individuals	
	Phonics screening test	End of November	Inform phonics / HWK and intervention	End of January, end of March, 3 weeks prior to test week	Phonics National test June.
	Common exception Words	End of week 4 – Autumn Term	Spelling / reading intervention	December, March and June– or as needed by individuals	
Year 2	Common exception Words	End of week 4 – Autumn Term	Spelling / reading intervention	December, March and June– or as needed by individuals	
	Running Records	End of week 4 – Autumn Term	Book bands	December, March and June– or as needed by individuals	
	Spelling and Grammar SAT	December	Grouping / planning and intervention	February	
	Practice SATs	Early December	Grouping / planning and intervention	March	
Year 3/4	Common exception Words	End of week 4 – Autumn Term	Spelling / reading intervention	December, March and June– or as needed by individuals	Common exception Words
	NFER Grammar / Reading Maths Spelling (each term)	September	Progress measure	June	
	QCA Reading Maths Spelling Grammar	January	Grouping / planning and intervention	Used for groups / more able if additional evidence needed.	