



ASHBROOKE HOUSE SCHOOL

INDEPENDENT SCHOOL FOR BOYS AND GIRLS AGED 3 TO 11

ASHBROOKE HOUSE SCHOOL

Assessment Policy

1. Introduction

- This policy will set out how Ashbrooke House School approaches assessment.
- The policy was drawn up after consultation with the staff and will be reviewed annually.

2. Aims of Assessment

- Assessment is an integral part of the planning, teaching and learning.
- In all classrooms, a range of assessments should be carried out continuously to inform the teacher about the next stages of learning.
- We want assessment to improve learning through:
 - motivating children, building self-esteem and celebrating achievement;
 - providing clear, effective feedback;
 - actively involving pupils in their own learning, encouraging purposeful self-evaluation, so that they understand how to progress and develop.

3. Principles

Assessment should be:

- clear, useful and consistent
- purposeful, accessible and manageable
- both formative and summative
- influential to future planning and teaching, emphasising positive achievements whilst identifying future learning needs.

4. Strategies and Guidelines

4.1 Formative Assessment

This is:

“Day to day, on-going assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning.”
[Shirley Clarke 1998]

Planning

- The curriculum framework and schemes of work set out the coverage of the National Curriculum.
- Teachers use the schemes of work for each subject to create the medium-term plans.
- Assessment activities should, wherever possible, be integral to the teaching-learning process and be led by relevant learning objectives
- Short term plans should be treated as “working documents” where it can be briefly noted where children are not achieving objectives or who needs extending.

Pupil Self-evaluation

Children are encouraged to evaluate their own learning and progress. This can occur in a number of ways.

- Taking part in a whole class plenary
- Fill out a “smiley face” chart
- Record a brief, self evaluative comment at the end of their work

Marking

Marking helps to monitor and track children’s achievements with regard to National Curriculum learning intentions. It can also be important in providing feedback to children about their progress.

- Marking and feedback may be oral or written.
- Marking should be useful.
- Any written comments should be clear and easily understood by the child.
- When possible, time should be given for children to read and discuss comments made and reflect on how to improve.
- If targeting a specific task the marking should reflect this (eg. *“Well done, you remembered to use full stops”*.)
- Often the feedback is oral, either during the lesson or soon afterwards.

4.2 Summative Assessment

The purpose of summative assessment is to inform school record keeping systems in order to monitor standards attained. It involves the setting of tasks or tests which establish what a child can do at that time.

The main summative testing undertaken in our school includes:

- National Statutory tests (SAT's) taken at the end of KS1 and KS2
- Optional SAT's taken at the end of Years, 3 – 5
- Wigan Lea Numeracy Strategy Test
- Schonell Reading Test
- Carver Word Recognition
- Nfer tests for Reading administered yearly
- Weekly spelling tests
- Weekly Mental Maths tests (Years 3 – 6)

Individual tracking sheets were started from September 2008 to record children's progress. These are kept in a file in the office with updated class tracking sheets from September 2014.

4.3 Recording and Reporting

Individual Portfolios

Each child has an individual collection of work illustrating attainment and progress. These contain:

- Nfer tests for reading and spelling
- Optional SAT's work
- Copy of annual reports
- English record of progress book containing a termly independent piece of work.
- Sketch books.
- Design and Technology books.
- Music books.

These books are passed up through the school.

Storage

The portfolios are kept in a filing cabinet in the resource room.

A class teacher may choose to share portfolio work with parents to provide evidence of levels achieved and progress made although children's workbooks will usually be sufficient for this purpose.

Class Records

These are kept by the class teacher. Progress in end of year tests are kept along with weekly spelling & mental maths marks. This is passed on to the next class teacher at the end of the school year.

Reports

Class teacher provide a report at the end of the Spring term and at the end of the Summer term. Parents are invited to a consultation evening in the Autumn and Spring Terms. Parents are always welcome to discuss any aspect of their child's education at other times. Contents of reports must include:

- Comments on progress, highlighting strengths and development needs
- General comments (e.g., behaviour, attitudes, etc)
- Attendance record