



Assessment Policy

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Policy for Assessment, Recording and Reporting.

Rattlesden School is committed to delivering the best outcomes for our children. We use assessment to monitor progress, support learning and give accurate attainment results. This process is a partnership between teachers, support staff, children and their parents.

Assessment:

We are looking for assessment that impacts on the progress children make.

Assessment also guides teaching, informs planning, and supports our curriculum development.

Our assessment of learning judges pupils performance against national standards. Judgements are made at the end of each term and Key Stage.

The SENDco may use diagnostic tools to provide more detailed data which teachers can make use of.

Attainment:

Attainment will be reported to parents and carers as 'Below', 'At', or 'Exceeding' **age related expectations**. Parents are informed of the child's attainment levels and targets for improvement during parental consultations in the Autumn term. They sign with the class teacher to say they have read and understood this information. This information is then revisited again with parents during the second round of parental consultations in the Spring term and finally reported to parents within the end of year report.

Progress:

There is an expectation that all children will make progress and teachers will monitor progress towards age related expectations.

Where a child is judged to have made slower or less progress than other children within the class a support programme will be implemented. The SENDco will support intervention where necessary and ensure that progress is measured.

Both attainment and progress will be reported to the Head teacher termly during Pupil Progress meetings. Children that are underachieving in attainment or progress will be 'targeted' for detailed tracking and analysis using Pupil Profiles. These will be revisited throughout the year with the head teacher.

Pupils that are new to the school within all year groups will receive baseline assessment so that their starting points of entry are accurate

and progress can be measured reliably. These assessments will include using PUMA, GAPS and PIRA test papers, writing a 'cold task' and comments on learning behaviours/attitudes to learning. Any social or emotional barriers to learning or medical issues that may be relevant will also be noted. Other tests/assessments may be used in addition to these.

Curriculum Coverage:

Teachers use **INSIGHT Tracking** as a live, ongoing tool. This will show the percentage of objectives covered and to what extent the objective is understood and embedded. It is an expectation that this is updated regularly to give a picture of the child that is up-to-date. Insight uses National Curriculum levels to calculate pupil progress in points. National expectations for attainment are pre-set for instant visual feedback about assessment data.

Children with Special Educational needs or Disabilities:

Our assessment policy is focused on individual children making sustained progress overtime (ref Ofsted Guidance). Where a child is assessed as have learning difficulties the SENDco will work with the class teacher and parents to track children closely and create a program of intervention to support the child's needs. Impact will be measured. This will be reported to the parents regularly.

More able Children:

Rattlesden School believes in equal opportunities for all and we recognise that some children may excel in some areas due to natural ability, enthusiasm or sheer persistence. These children who are assessed as being 'more able' will be monitored and supported in accordance with individual schools policies. See 'More Able' policy.

Thurston Partnership Assessment Framework:

Rattlesden School is committed to a joint assessment framework in conjunction with the Thurston Partnership Schools. It has agreed to share data with TCC (as requested) to support the successful transition between schools.

Recording:

All teachers will keep online records of national curriculum objectives covered and progress made. The Head teacher will require each teacher to keep these records to ensure that children are progressing towards age related expectations. This data should be available to the Head teacher when requested. Pupil profiles and information for 'targeted' groups form part of this recording.

Reporting to Head teacher:

Teachers will report to the Head teacher, as part of the termly cycle of monitoring progress throughout the year (Pupil Progress meetings).

Reporting to Parents:

Rattlesden School recognises that parents and carers will want to know the strengths and an area for development in their child's learning at regular planned meetings during the year. We will celebrate the successes and identify gaps in learning and explain to parents the next steps to close the gaps.

Accountability:

Pupil's attainment and progress will form part of Rattlesden School's robust staff appraisal system. Teachers understand that they are accountable for the progress and attainment of the pupils in their class and that this accountability forms part of their performance management process.

Head teacher reporting:

The Head teacher will report on attainment and progress to their Governing bodies, the Thedwastre Academy Directors, School Improvement Advisor and DFE as appropriate.