

Principles of Assessment at College Road Primary School

We believe that assessment is an important tool that allows us to diagnose strengths and weaknesses across the whole school and implement appropriate and robust interventions to increase progress and attainment. By assessing pupils we are able to carefully track the attainment and progress of individuals and groups which consequently acts as a tool to inform teaching and learning. As a result of careful tracking, teachers are able to keep both pupils and parents up to date with how individuals are progressing.

(Please note that this whole document should be read in conjunction with the College Road Marking Policy.)

Assessment and the New Curriculum

Following the publication of the new National Curriculum, our current method of measuring children's attainment using Levels 1-6 will no longer be applicable. As the Department for Education have published no guidance on how to track children's progress through the new curriculum, we have devised our own system which is explained below. Following guidance from the Joint PAPH/Plymouth LA Working Group on assessment, we have decided to assess children in the following ways.

National Assessments

EYFS will continue as it is until September 2015 when official baseline assessments will be introduced and the Foundation Stage Profile will no longer be compulsory.

The Year 1 Phonics test will remain in place.

Children in Year 2 (end of KS1) and Year 6 (end of KS2) will continue to be given Teacher Assessments and National Tests in English and Maths. In addition, a National Grammar, Punctuation and Spelling test will be introduced at the end of KS 1.

Formative Assessment within school

Formative assessment is ongoing day-to-day assessment (such as marking, guided reading or writing sessions) that informs teachers' planning and enhances their knowledge of an individual's strengths and weaknesses. These formative assessments will feed into each child's individual records which are explained below.

We will continue to apply the principles of Assessment for Learning in order to formatively assess children and take them forward in their learning to ensure good progress. (See the Marking Policy for further explanation).

Summative Assessments within school

From September 2014 we will be keeping detailed individual records for each child in Reading, Writing and Maths that highlights the objectives from the new National Curriculum that they have achieved. These records will directly inform the teacher assessments that will be inserted onto our tracking system (School Pupil Tracker Online).

Due to the nature of the new curriculum, the objectives are linked to year groups rather than Levels so therefore a child may be assessed as having met some, about half or all the objectives from a particular year group. It is important to note that the objectives they are meeting may be linked to their current year group but may equally be from a lower or higher year group. So for example, Child A might be in Year 4 but may have met about half of the Year 5 objectives so would be considered to be working at Year 5 Mid.

Reporting to Parents

In EYFS, the teacher reports to parents three times per year giving summative assessments at each point.

The rest of the school reports to parents twice a year through a detailed report in March and a summative assessment report in July.

There are always three Parent/Teacher meetings; one in October, one after the first report in March and one after the final report in July. However, we operate an open door policy so that parents may come and discuss their child's progress with the class teacher at any time in the academic year, should they wish to.