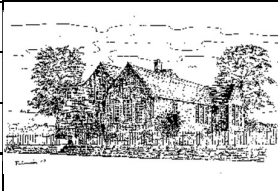


Combe St Nicholas C of E VA Primary School

Name of Policy	Assessment Policy	
Approved by GB - Date	January 2024	
Next Review Date	January 2026	
Committee Responsible	Full Governing Body	

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

"That they may have life, life in all its fullness"

John: Chapter 10 Verse 10

Why assess?

Children's progress is closely monitored at Combe St Nicholas School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individuals.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To help our children understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their child's learning;
- To contribute towards tracking data.

Assessment at Combe St Nicholas

Staff at Combe have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on secure understanding. Assessment takes into account children's strengths as well as areas where they need support. It consists of both formative and summative strategies, as detailed below.

Foundation Stage Profile

Children will be assessed in The Early years. Staff will add information to an assessment profile for each individual. The class teacher makes a summative judgment 3 times a year, based on information gathered from individual assessments and observations. This information is based on three categories – emerging, developing and securing within the appropriate 'Age and Stage' band for each individual child. Insights are shared at parent consultation meetings. Staff will record a learning journey of photos and comments. Foundation stage profile uses online programmes as well as learning journals. Parents and carers are encouraged to contribute to this document.

Year One Phonics Check

All children in Year 1 will participate in a phonics check. Results are included within the Year 1 end of year report. Additionally, the class teacher will track progress in reading, spelling and mathematics.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. The government sets the 'Age Related Expectation' for each paper.

Teacher Assessments

Teachers across the school assess regularly and use this data to inform their planning and teaching. Details of the assessments currently being used can be found in Appendix 1.

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read, review and edit their work following marking. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning.

The focus of each assessment will usually be based on National Curriculum criteria linked to the learning objectives. Assessment information will be collected through observations, information in books, pupil self-assessment and progress check tests.

Assessment information will be used to inform planning and to identify children who may need extra support. Progress will be tracked using the SIMS system. Judgements will be made based on information from the assessments and used to contribute to Pupil Progress meeting discussions and towards accountability data.

Parent Consultations

Parent consultation evenings take place for all children in the autumn and spring terms. These are an opportunity for families and teaching staff to discuss the progress being made.

Reports to Parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child, summative observations by the teaching staff, formative assessment and SATS results for pupils in Year 2 and 6. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion

Combe St Nicholas is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside our SENDCO, parents and external agencies (where appropriate) to plan tailored support. Support is assessed and reviewed to ensure all children are making progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. All children are encouraged to achieve their best and become confident individuals.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy