



## **SOLEFIELD SCHOOL**

### **Assessment Policy**

**Assessment is the means by which the progress of pupils is monitored. It is also a tool to inform curriculum planning.**

#### ***Why do we assess?***

- To define each child's ability: what the child knows, understands and can apply;
- To reveal children's strengths and weaknesses;
- To ensure early identification of children with S.E.N or those deemed to be gifted or talented in a particular area of the school curriculum;
- To inform future planning;
- To ensure continuity and progression in the work of the boys;
- To ensure teachers are teaching all boys effectively;
- To communicate accurate information about boys that is useful to teachers, pupils, parents, and other educational agencies.

#### ***Strategies for assessment***

- Observation - watching the boys on task;
- Questioning/discussion with the boys;
- Photographing/videoing/audio taping work in progress;
- Scrutinising boy's written work;
- Marking boy's work, according to the marking policy;
- Teacher devised tests and examinations;
- Standardised tests.

#### ***Planning for assessment***

Assessment is built into planning and takes place both during each topic/half term's work and at the end of a topic.

#### ***Record Keeping***

In Reception boys' progress is tracked through the Early Years Foundation Stage and their own individual "My Unique Learning Journey" portfolio.

From Year1 onwards records are kept as follows:

- Individual teacher mark books.

- Subject development portfolios (record of work from each year group). These subject portfolios chart the development of all curriculum subjects. For each year and subject one boy's work is selected to be kept. At the end of each year all work covered in exercise books, sheets and assessed work are put into the Subject Development file. Work is returned to the boy at the end of the year. The work is changed annually to reflect any curriculum changes.
- Copies of reports, marks and grades put into individual box files.
- Central recording of Exam Scores and Term marks into shared files on the computers (Year 4 – 8).
- Exam papers and appropriate records of work filed in Assessment files in Staff Report Room.
- Central recording of NFER (verbal and non-verbal) tests, monthly Maths tests, termly English and annual Science scores, along with reading and spelling ages (R- 8).

### ***Special Educational Needs and IEPs***

Assessment should reflect the school policy on SEN. Any boy on the SEN register experiencing difficulty in making progress in communication, literacy, numeracy, behaviour or social skills will have an IEP. Each IEP is designed to match the boy's needs identifying three or four individual targets. They are reviewed termly to enable boys to progress with any changes shared with staff and parents.

### ***Analysis***

Analysis of assessment data is made by

- Individual form teachers who will liaise with their colleagues. In particular this information is discussed in September to enable the smooth transition of boys from one year group to the next.
- Individual departments in curriculum group meetings.
- The Deputy Head (Academic) brings to the attention of the SMT any boys who are not performing in line with expectations.
- The whole staff in staff meetings.

### ***Use of Assessment Analysis***

The school uses and acts upon the data collected via assessment in a number of ways including

- Identifying pupils with SEN or who are gifted or talented and referring them to the school's SENCO for further investigation, additional help and an IEP if necessary.
- Putting boys on Target Report
- Alerting the staff to monitor a particular boy

### ***Reporting to Parents***

One of the strengths of Solefield School is the link between school and parents. If there are issues raised about a boy's performance through assessment, staff will contact the parents and discuss them. Parents are also kept informed of their son's progress by means of parents' evenings and written reports.

Helen McClure Deputy Head (Academic)

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