



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 boys' written work;
- marking boys' work, according to the marking policy;
- teacher devised tests and examinations;
- standardised tests.

Planning for assessment

Assessment is built into planning and takes place in the marking of routine work during a topic as well as in each half term's work or at the end of a topic.

Record Keeping

In Reception, a baseline assessment (PiPs) is taken at the start and end of the year to monitor progress.

For all year groups, records are kept as follows:

- Individual teacher mark books
- Copies of reports are put into individual pupil records on the school network
- Central recording of Verbal and Non-Verbal test scores, Progress Test in English, Progress Test in Mathematics and Progress Test in Science scores on the school's Tracking Document (Years 3 and 5 sit the CAT test in the Spring Term instead of Verbal and Non-Verbal tests for these years)

- Spelling and Reading ages are recorded on the Tracking Document (Years 1-8)
- Central recording of Exam Scores and Term Marks are entered into shared files on the school network (Year 4 – 8).
- Pupils complete a piece of writing that is moderated and marked using “Solefield Levels” by the English Department twice a year. These scores are recorded on the Tracker document.

Special Educational Needs and Disabilities

Assessment should reflect the school policy on SEN. All boys are monitored and any individual who is a ‘cause for concern’ is highlighted on the tracking document as not working at age appropriate level. All boys that require additional support are identified on the class provision map. This shows the provision in place that is “additional to” and “different from” that which is offered through the school’s differentiated curriculum. The provision maps are reviewed termly and used to evaluate the effectiveness of SEN support. Boys who receive 1:1 learning support lessons to help with literacy difficulties are assessed twice a year to monitor progress in reading and spelling.

Pupils for extension in any area are identified via testing, teacher recommendations and consultation with parents. Staff set appropriate work and they are seen regularly in small groups by the Deputy Head for extension. These boys are identified clearly on lesson plans. A list is held centrally and is reviewed regularly as a staff.

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 SENCo brings to the attention of the Deputy Head 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 or Deputy for further investigation and additional help 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
 Dougal Philps - Headmaster
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