

## ASSESSMENT

At St. Christopher's School the key purpose of assessment is to develop children's learning. Assessment of the children should be continuous and form the basis of curriculum planning, because that is how the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. The outcomes of assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in supporting the teaching process
- Other teachers, including Special Needs Coordinator, to help them to plan and gain informed views and to provide evidence of attainment
- Outside agencies to provide evidence of attainment and progress

Informal assessment is carried out by the teacher in the course of all aspects of their teaching.

Formal assessment takes place regularly during the school year at St. Christopher's. The results of all testing is discussed regularly at school staff meetings. If any concerns are raised about the rate or nature of a child's progress, immediate measures are put into place to address the situation and where appropriate reference is made to the procedures set out in the school's SEND policy.

These assessments are included in all of teachers' long, medium and short-term teaching plans/schemes of work.

### Formative Assessment

Teachers assess children in their form/lessons on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Form assessments

Through:

- Observation
- Discussion – evaluating understanding through class discussion
- Written evidence - marking

### **Diagnostic Assessment**

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children. This is done through:

- Individual programmes of work
- Checklists
- Specific activities/tasks

Where appropriate, these may be shared with the SEND Co-ordinator.

### **Summative Assessment**

Summative assessments are also used to help decide what a child can do at a particular time. This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Half -Termly assessments for curricular records
- School and external exams
- Reports
- Standardised testing (details of which are listed)
- Epips
- Suffolk Reading
- CATS

## Methods of Assessment

### Tracking pupil progress

Formative assessment is on-going and teachers respond to under performance by considering possible causes. Annual ePips standardised tests provide a potential score and achievement score for each child. Inconsistent

## Recording

Recording needs to be ongoing, manageable and useful; its purpose is to:

- Help teachers monitor children's progress – many of our records, are shared with the children. The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through:
  - The display of children's work and opportunities to share work with others
  - A positive approach to marking
  - Use of motivation stickers and commendations and certificates.
- Written Aide Memoires: specially to note specific achievements, significant progress, gaps in learning, etc.
- Noting strengths and weaknesses
- Document evidence
- Inform planning. This should include:
  - Parents
  - Children
  - Future planning for the next teacher/school
- Form a basis for reporting to:
  - Parents
  - Children
  - Next schools
  - External agencies
- Provide a summary for discussion, and informs verbal and written reports

## Recorded Evidence

The aim must be to record:

- Children's progress in all areas of the school curriculum
- Strengths and weaknesses – appropriate comments are made on reports
- Qualities, skills, achievements and interests – these are recorded in comments on reports
- Individual needs - identified through individual assessments

Records are kept of:

- Help and support needed
- Identification of SEN
- Individual programmes of work

Home/reading records provide a two- way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read daily in the Lower Forms. The Upper Forms keep a daily reading log which is checked by the Form Tutor.

<b>Formal Records Kept</b>	<b>When</b>
Curriculum Records	End of each term
Pupil Profiles (Reception)	Ongoing
Home/Reading Records	Daily/Weekly
Assessment Files (Nursery)	Ongoing
Short-term plans	Daily/weekly
Medium term plans	Half - termly
Long-term plans	Annually/ termly
Early years checklists	Termly
Individual notebooks	Daily
Teachers' notes	Daily/weekly
Test results (spelling, mental, tables etc)	Weekly
Exam results	Termly/annually

Reports	Half Termly and Termly (Prep Rec.) Half Termly and Termly (Preps 1-6)
ePips results	Annually

Summary of standardised

## Reporting

### Written Reports (End of Autumn term and Summer term)

The report format provides opportunities for comments by:

- Form Tutor
- Subject teacher
- Extra curricular teachers } where
- Learning Support teacher } appropriate
- Headmistress (Summer term reports or where deemed necessary)

The reports are summative and informative; they provide information on children's progress and achievements throughout the school year and set targets for improvement.

### Half-term Assessments

Assessment grades, aimed at tracking and monitoring pupil's progress in each academic and non-academic subject are provided every term for Preps 1-6 and a written summary of progress is provided for Prep Reception at each half-term. Grades are awarded for attainment, effort and contribution in class. Opportunity is given for parents to discuss the report with the form/subject tutors.

### Verbal

- Full Parents' Evenings are held in the Spring term. Parents have the opportunity to discuss their child's progress with form and subject teachers. School records are used to

inform these meetings. A settling in meeting with Tutors happen before October ½ to discuss the beginning of the new year.

- Personal contact with parents on a regular basis before and after school and at other school functions and presentation evenings. This varies depending upon the pupil's individual needs; it is further facilitated by the school's 'Open Door' policy.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

The Early Years Setting uses 'Development Matters' as guidance on implementing the statutory requirements of the EYFS. Assessments and observations are recorded onto 'Tapestry' online tool.

*Parents are allowed access to all written records about their children (except in exceptional circumstances where Data Protection laws stipulate it is against the best interests of the child to do so.)*

### **Between staff**

Reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

### **Reporting and Assessments**

#### **Nursery**

Termly Briefs to Parents

On going assessment sheets and records of achievement.

Curriculum evening in Autumn term.

Parents' evening in summer term.

Transfer meeting with Reception teacher in Summer term.

Home visits by Reception teacher before joining Reception, Summer term.

Record of Achievement – based on EYFS completed on Tapestry

**Prep Reception**

Termly briefs to parents at the beginning of each term.

Half term and end of term reports twice a year.

On-going high frequency spelling tests, reading record and EYFS profile completed on Tapestry

Transfer meeting with Prep 1 teacher at end of Summer term.

Parents' evenings in Autumn and Summer terms.

Baseline Assessment CEM in the first half of the September term and at end of Summer Term

**Prep 1**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the autumn and summer terms.

Reading age tests in autumn and summer terms (Holborn test)

EPIPS -in Summer term.

Transfer meeting between Prep 1 Tutor and Prep 2 Tutor at end of summer term.

**Prep 2**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the Spring term

EPIPS- Spring term

Suffolk Reading test (Spring term)

**Prep 3**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the Spring term

Formal examinations at the end of Autumn and Summer terms.

Suffolk Reading test (Spring term)

EIPIS- Summer term

**Prep 4**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the Spring term.

Formal examinations at the end of Autumn and Summer terms.

Suffolk Reading test (Spring term)

EIPIS- Summer Term

**Prep 5**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the Autumn, Spring and Summer terms (including 'Next Step' meetings).

Formal examinations at the end of Autumn and Summer terms.

Suffolk Reading test (Spring term)

EIPIS- Summer term



**Prep 6**

Termly briefs to parents at the beginning of each term.

Half-term assessments

Parents' evenings in the Spring term (including final 'Next Step' meeting).

Formal examinations at the end of Autumn term.

Suffolk Reading test (Spring term)

11+ County Exams (Common entrance)- Autumn Term

EIPS- Spring term

Transfer Reports to secondary school

Entrance and Scholarship Exams- Spring term.