

New Hope Christian School (NHCS) Assessment Policy Statement

At NHCS we use assessment as the means of providing Information about each individual pupil's experience and achievement, which Identifies and guides the direction of their learning. Assessment is making Valid judgments about teaching and learning, so that each pupil can be aided to reach their personal highest standard.

Introduction

- Assessment complements and helps teaching and learning. It is an integral part of the Accelerated Christian Education (A.C.E) Curriculum statutory procedures.
- This policy outlines the purpose, nature and management of assessment in our school.
- The Assessment Policy is closely linked with the policies on marking, monitoring and reporting to parents.
- The Assessment Policy reflects the consensus of opinion of the whole school teaching staff and was discussed and agreed.
- The implementation and ownership of this policy is the responsibility of all staff.
- The school's Assessment Policy will, at all times, follow the Equal Opportunities, Special Educational Needs and Inclusion Policies.

The Purpose of Assessment:

Pupils are assessed to find out about:

- Where they are in their learning
- How much progress each individual has made
- Their attainment and abilities, which can be communicated to parents/carers, teachers, and to the pupils themselves.

Assessment is also used to provide information about:

- What has been taught and what has been learned.
- Accurate learning targets.
- Pupil's performance against the requirements of the A.C.E Curriculum.
- Pupil's special and specific needs.
- Performances, standards, strengths and weaknesses of the school.
- On entry to the Reception class pupils will be assessed using A.C.E Diagnostic assessment
- At the end of each Key Stage (1 and 2), a teacher assessment (TA) must be made at the level achieved in each of the three core subjects of English, Maths and Social studies.
- Standard testing in the three core subjects must be administered
- Teacher assessments must be made (continuously), throughout the two Key Stages.

Entitlement:

The following assessments will also be carried out in school:

- Teacher Assessments will be carried out in English, Maths and Social Studies in all years.
- On admission, all pupils will be assessed using diagnostic evaluations from the A.C.E. curriculum
- Each pupil is set individual learning objectives in English and Maths each term which are shared with the pupil and parent/carer. Information from standardised assessment and teacher observations is used to review and set new objectives in the light of progress.

EARLY YEARS

Prior to school entry, assessment relating to the Early Learning Goals are forwarded from the pre school placement where possible.

diagnostic testing will be completed in the Autumn Term by reception teaching assistants, and reviewed in the summer term. This is used to identify pupils needing immediate additional support. It also identifies the more able pupils and provides the basis for planning and the grouping of pupils.

The early years operate a pupil profile for individual children, recording progress in Literacy and Numeracy.

Foundation year will record in a class profile:

- Sound identification
- Speaking and Listening (teacher jottings)
- Writing sounds
- High frequency reception literacy words
- Year 1/2 high frequency literacy words, if appropriate
- Recognition of numbers 1-10
- Early addition and subtraction within 10
- Recognition of numbers 11-20
- Shape recognition
- Ordering numbers 1-20
- Writing numbers correctly
- Personal and Social Development Record is updated termly
- Monthly annotated independent writing

YEARS 1-6

- Annotated samples of work, demonstrating achievement in English, Maths and Social studies will be selected termly and stored in the class profile.
- These pieces of work will be annotated using NHCS Assessment format indicating each pupil's next step and the level achieved.
- Whole school portfolios will be kept and updated in English, Maths and ICT by the relevant subject co-ordinators.
- Examples of work contained in the portfolio will have been moderated at whole school and year group agreement trialling.
- The school's policies on reporting, record keeping and marking will be adhered to.
- Once a term a sample of independent writing will be completed by each child in his/her own writing book, and annotated with the next learning objective.
- RE and foundation subjects will be the focus of assessment in line with NHCS Development and subject to regular review.
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assessment of pupil's progress due to the nature of level descriptors.

Planning:

Each member of staff should be familiar with the programmes of study. Year/School planning for Curriculum and Assessment, will help ensure

- breadth and balance. The main areas of planning involve:
- Termly Planning
- Medium Term Planning in Literacy and Numeracy

- Short Term Planning. Fortnightly sheet to include: Science, ICT, History,
- Geography, Music, Art, Design and Technology, Religious Education and Physical Education.
- Literacy and Numeracy Weekly Plans, in line with the Literacy and Numeracy strategies.

Each class will have an assessment planning folder containing:

- Assessment Policy
- Target Setting
- IEPs
- Colour coded class list (identifying COP stage)
- Literacy planning
- Numeracy planning
- Fortnightly planning
- Setting groups
- Class timetable

Evidence:

- The evidence of pupils' achievements is in their work, tests and assessments completed during the academic year.
- Assessment evidence can also be found in teachers' individual notes
- Teachers may need to refer to the agreed English and Maths portfolios in consultation with co-ordinators to agree levelling, and to ensure consistency of assessment.
- Moderation will take place within and across year groups throughout the year. All test results are to be updated in July.

Review:

- The effectiveness and usefulness of the Assessment Policy will be evaluated by all members of staff should the need arise.
- The effectiveness of the policy will be the responsibility of the School Director and Deputy Head.

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