



## Assessment Policy

Longford Park School

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Author : **Beverley Owens**  
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Approved by Signed *SAMUEL MARTIN*  
Governing Body : *Samuel Martin*

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# **Assessment Policy Longford Park School**

## **Introduction**

The aims of this policy are to state the rationale behind planning and assessment and to describe how they take place within the school. It has been developed through staff discussion to provide a common thread, which will enhance pupils' learning experiences and result in an integrated approach throughout the school.

## **The Purposes of Assessment**

- To discover what children are learning
- To identify individual needs
- To inform planning and further work
- To assist continuity of work within the school
- As a means of accountability to governors, parents, headteacher and other agencies

## **We believe that**

- Assessment of pupils' work provides information that can be used to raise standards
- Planning should include regular provision for assessment
- The outcome of assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers' practice. In this way a cycle of assessing and planning evolves naturally.
- Assessment should be devised by teachers to meet the learning needs of their children
- Techniques for assessment should be easily managed as part of the everyday classroom organisation
- Recording of assessment should be manageable
- Strategies and techniques for assessment can be varied to meet individual learning needs
- It is appropriate for pupils themselves to be involved in target-setting and in discussing the results of assessment
- Parents should be kept informed about their children's progress

## **Types of Assessment**

### **Summative**

A measure of the level of attainment a child has reached by a specific date. At Longford Park School, we assess a child's level according to the PIVATS Assessment model in order to recognise all their achievements, however small

### **Formative**

This assesses how children learn and identifies the next steps in a child's learning.

### **Diagnostic**

to identify areas where learning is failing to take place.

### **Methods of Assessment**

- Self-assessment – encouraging children to consider what they can do, what they have learned and what they would like to learn next
- Continuous assessment – every adult in a classroom is responsible for observing learning and attainment as it takes place. Informal notes can be made to record progress towards Individual Education Targets and Individual Behaviour Targets.
- Observation of day-to-day work
- Oral assessment
- Written assessment
- Collaborative – children work in pairs or groups to explain what they have learned to each other, thus consolidating their learning

### **What we do**

Strategies for assessment must reflect children's varied learning needs, especially their communicative skills. A variety of assessment techniques is required in the classroom.

- A full PIVATS assessment is carried out when a child enters Longford Park School. This gives a baseline against which to measure attainment
- PIVATS levels are updated at the end of every term
- Targets for IEP/IBPs are evaluated at the end of each term
- Formal records of phonic skills.
- Reading assessments
- Ongoing classroom marking, observations and discussions including records for individual reading.

### **Record Keeping**

Records of updated PIVATS levels are kept in the Assessment File to be found in every class. The file also contains current IEP/IBPs and records of Previous IEP/IBPs that have been evaluated.

Teachers may also keep any other class records of children's progress that they find useful or appropriate.

### **Reporting**

The updated PIVATS assessments are given to the Assessment Co-ordinator at the end of each term. New IEP/IBP targets are given in at the beginning of each term.

An annual report is completed for each child in time for their annual review. This report is shared with parents.

Parents' Evenings are held in the Autumn and Spring Terms. Parents are asked to come to discuss their child's progress and see the work their child has produced.

Regular informal contact is made with parents through the use of the home/school book.