



Sutton Valence School

Little Lambs Nursery

[littl lambsnursery.org.uk](http://littl lambsnursery.org.uk)

Preparatory School

[svs.org.uk](http://svs.org.uk)

## Assessment Policy



This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School and the Preparatory School).

## Introduction

At Sutton Valence Preparatory School we believe that assessment and record keeping are an essential part of school life. Much of what teachers do in classrooms can be described as assessment, from questioning the children to observing what they say and do. Assessment is important because it enables us to monitor the progress of individual pupils, evaluate the provision we make and to plan effectively for all pupils and differentiate work accordingly.

## Aims

- To show development of the whole child;
- To monitor the pupil's developing skills, knowledge and understanding at particular points in time;
- To highlight the strengths and weaknesses of our pupils;
- To provide information so that we can plan the next step in the pupil's education.

## Objectives

- To enable teachers to find out what a child has learnt in relation to each department's syllabus;
- To inform future planning;
- To identify strengths, weaknesses and monitor progress;
- To enable teachers to set targets for future learning and progression;
- To provide a record of pupils' achievements and the celebration of their achievements;
- To provide information for those who require it e.g. parents, future schools;
- To enable evaluation of teaching and learning provision to take place;
- To support consistency across curriculum areas;
- To reflect upon and encourage good practice;

## Assessment Techniques

The forms of assessment we employ at Sutton Valence Preparatory School are:

### Formative

The information gained forms or affects the next learning experience. Teacher assessment is undertaken informally within normal planned classroom activities. It can take the form of observation, conversations with pupils, notes and assessing written work.

### Summative

Summative assessment at Sutton Valence Preparatory School involves the testing and grading of children. This information is then used in the planning of future teaching, the setting of children and in determining those children who may need extra support either for the less able or for the more able.

### Diagnostic

Non subject-based testing which allows an understanding of a pupil's natural abilities and potential. These tests will also support understanding of individual pupil needs and potential support required. NFER and GL assessments are used from Year 1 to Year 6. All children are screened on entrance to Sutton Valence Preparatory School within their first term. Learning support assessments are also used where required.

### Informative

Assessment used to inform for reporting to parents, governors, planning and so on.

### Self-Assessment

Pupils are fully aware of the objectives within a scheme of work and each lesson and are aware of their individual progress within this. A range of strategies are used to promote self assessment including the "Traffic Light System" or "Smiley Face System" which are used throughout the School. Self-assessed target setting also takes place for English, Maths and Science.

### Standardised Assessment

The children will undertake the following standardised tests from Years 1 to 6 to monitor both individual progress and standards of attainment throughout the School:

#### GL Reception Baseline

NFER Verbal Reasoning (from Year 1 to Year 6)

NFER Non-Verbal Reasoning (from Year 1 to Year 6)

GL Assessment Maths (from Year 1 to Year 6)

GL Assessment Science (from Year 3 to Year 6)

### Tracking

The information gathered through the use of summative and diagnostic assessment is stored on the /G:drive and ISAMS which enables the tracking of pupils' data throughout their time at Sutton Valence Preparatory School. Results are accessible to all teaching staff.

A Progress Check at aged two helps parents and/or carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment in the form of observations is an integral part of the learning and development process of pupils in Little Lambs Nursery. When a child is aged two and three staff will review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas, identifying the child's strengths and any areas where the child's

progress is less than expected. A conversation with the Head of Learning Support may be required and targets set.

On leaving the Foundation Stage at the end of Reception, a child is assessed against the Early Learning Goals in all seven areas. Parents will be informed if their child is emerging, expected or exceeding in each area, this will be reported in the summer term report. Children are then tracked from term to term and year to year. The Year One teachers will access the profile data to aid smooth transition from EYFS to Key Stage One.

The EYFS Profile only needs to be reported to the local authority upon request.

### **The Role of Parents**

We believe that parents have a vital role in helping their children learn. We inform parents about their child's learning by:

- Holding parents' evenings regularly throughout the year;
- In Little Lambs Nursery informal discussions happen daily, with progress reviews occurring three times a year, with information gathered from observation and reports will be shared via Tapestry;
- In EYFS parents and/or carers can access Tapestry, our Online Learning Profile to enjoy viewing their child's progress;
- Providing regular grade cards for children in Years 3-6, as well as a written report for English, Maths and Science with specific targets at the end of the Michaelmas and Lent Terms. Full written subject reports are given at the end of the summer term;
- Holding information evenings such as an annual 'Support Your Child's Learning' evening;
- By encouraging parents to hold regular dialogue with staff should there be any problem.

### **Assessment for Learning**

Sutton Valence Preparatory School recognises the importance of assessment for learning (AFL): "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

*Assessment Reform Group 2002 QCA*

- "Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils;
- Feedback has been shown to improve learning where it gives each pupil specific guidance on strengths and weaknesses, preferably without overall marks."

*Further support:* Assessment for Learning QCA 10 Principles [www.QCA.org.uk](http://www.QCA.org.uk) Assessment for Learning

## **Implementation of AFL**

Assessment for learning strategies that we use are:

- Making each lesson's learning intentions manageable, accessible and visible. The learning goal or objective (WALT) will be displayed and discussed during the course of every lesson delivered;
- The introduction of "signals for understanding". The use of smiley faces, stickers or traffic lights will enable children to indicate whether they understand, they are not sure they understand or they do not understand the concept studied;
- Peer tutoring. The ways in which pupils can support one another, both within and across peer groups, will be piloted. E.g. paired reading, paired up-levelling, using the "two stars and a wish" strategy (Years 3-6). This approach is used where appropriate.

## **Differentiation**

At Sutton Valence Preparatory School we employ a range of strategies including, but not restricted to:

- Differentiation by rate (pupils working at a rate appropriate to them);
- Differentiation by task (groups within a class working on different areas of the same subject);
- Differentiation by outcome (pupils attempting the same task but with different expectations and results);
- Differentiation by input (providing some individuals or groups with targeted adult support);
- Differentiation through the level of questioning from the teacher or adult;
- Breaking the task into smaller, simpler steps to help pupils with particular special needs;
- Extension work for more able pupils which takes them beyond what the others in the class/group might be asked to do.

## **Monitoring and Evaluation**

The Heads of Departments and Academic Deputy Head will ensure this policy is implemented consistently throughout the School using strategies such as discussion with teachers, pupils and parents, tracking pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole School will be considered for inclusion in the School development plan.

Author: R Harrison (Academic Deputy Head)

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