

ASSESSMENT POLICY

Assessment is an important in that it serves to inform the teachers and the children where they are, and to guide the next steps in their learning. Assessment is both formative – on-going day to day developments, and summative – testing to ascertain learning consolidated at a particular point.

At Cheddington School assessment for learning is a daily occurrence. The children are able to assess their success against the learning objective; and progress towards their personal targets in writing, reading and mathematics as identified in the marking of previous work. Assessment of learning is annual in English and Mathematics and is based on age appropriate testing. Interim testing in other subject areas will be used as appropriate.

Practice:

In reading, writing and mathematics the children respond to individual improvement points given in the marking. They self-assess and are teacher assessed against the learning objectives, and their regularly updated personal improvement points.

The children are tracked in English and Mathematics using APP style grids, which are highlighted for each child to track progress. These sheets are updated at the three assessment windows of October, February and May with the point scores entered onto the school tracking grids.

In the Foundation subjects the skill matrices are completed during the academic year as the competencies are shown. They are cumulative across the school years.

In Early Years the progress is tracked in journals against development matters criteria.