

ASSESSMENT POLICY

Assessment is 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 FROG, which is an electronic system where progress is highlighted for each child against Key Performance Indicators to track progress. The system is ongoing and progress is reviewed at the three assessment windows of October, February and May.

In the Foundation subjects the KPIs 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 against development matters criteria and Early Years Outcomes.

Policy reviewed: Autumn 2018

Date of next review: Autumn 2019