

**BELGRAVE SCHOOL**



**Assessment Policy**

**Teaching, Monitoring, Target Setting, & Curriculum Planning**

# Assessment Policy

Assessment at Belgrave is an on-going, moment-by-moment evaluation. All assessment procedures should be part of a coherent system.

Assessment should be

- Appropriate
- Standardised in test and procedures
- Confidential, but accessible to all those concerned
- Used effectively - to prepare planning, for teaching and future progress development

## Taster Day

**Initial assessments which include:  
(1/2 day assessment for tests)**

- teacher observation
- standardised testing
- diagnostic testing
- social and emotional aspects

## Assessments for Teaching

Teacher observation and marking of pupil's work on a day-to-day basis. This will become the basis for short term planning.

**The Primary Blue Class will use age expectations for a given school year as a measurement of level and progress.**

Teachers will follow standardised assessments. Pupils will be assessed twice a year in October and the end of June and other times as necessary. Assessment results will be entered and will form the basis of ongoing target setting and planning.

Diagnostic assessments using a variety of reliable, well proven assessment tools will indicate the best ways of teaching.

e.g.

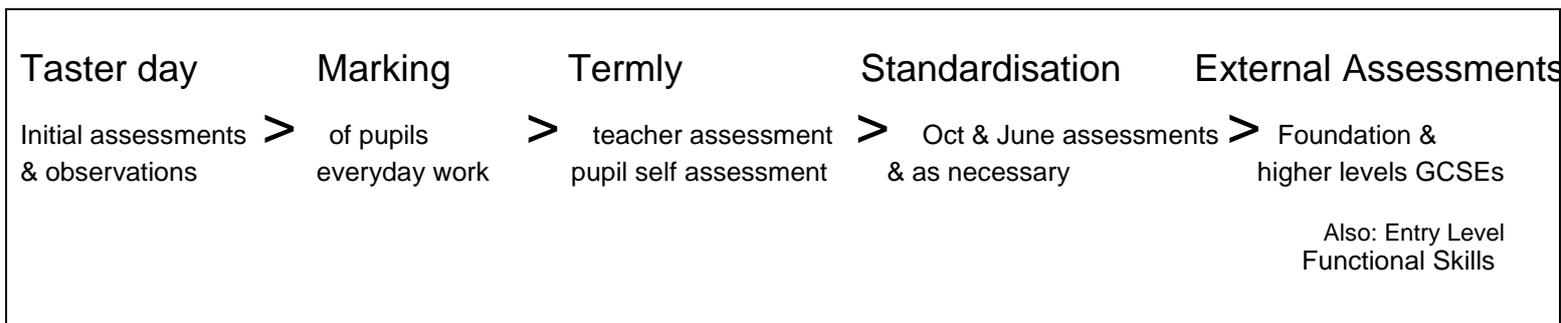
- Nesy reading and spelling assessments,
- WRAT 4 Mathematics
- WRAT 4 Reading
- WRAT 4 Comprehension
- WRAT 4 Spelling
- Dash handwriting
- MyMaths (Oxford University Press)
- Turner and Ridsdale (verbal and working memory)
- TVPS (visual assessment)

- CTOPP (phonological assessment)
- TOWRE (processing)
- Learning Styles (Nessy Brainbooster & Alexander)

These assessments can be referred to a specialist assessor based at BDC.

## Monitoring & Target Setting

All assessment results will be presented to the Headteacher who will monitor progress. This will form the basis of specific individual planning.



## Reporting to Parents

Formal parent's evenings to discuss progress & attainments  
Yearly report in June  
Open parent consultations as required.  
E-Mailing and telephone correspondence as necessary

## Marking

- Most, if not all, of pupils' work should be marked.
- Marking needs to be regular, kept up-to-date, and promptly returned to pupils, and where possible, marked with the pupil.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded. This information might take the form of cover sheets attached to a project.
- Pupils' work in preparation for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. Due to the dyslexic nature of our pupils, this feedback may be better given orally rather than by written comments that may not be read nor absorbed.
- **It is particularly important that the comments tell pupils how to improve their work**
- Written comments are needed, even where verbal comments are given to pupils when their work is returned to them.

- Errors should be corrected. There may be a case for not correcting every error; where for example to do so might discourage a pupil, but important and significant errors should not be left uncorrected. They should then be incorporated in the short term targets.
- Marking in all subjects may need to include the pupils' use of English, particularly spelling, punctuation and grammar.
- Late or copied work should be identified.
- Marking should include giving the work a grade or numerical mark – often this will be linked to self-assessment but **not in competition, or shown up, with others in the class.**
- Marking may include instructions to pupils, such as asking them to re-draft work or correct mistakes. When pupils are asked to correct or repeat their work, it is important to check that they do so, and to mark their corrections or repeated work.
- Marking might include rewards, or a system of squares/stars. Such systems can be a considerable incentive for pupils to do well.
- Marks should be recorded.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a lengthy period of time.
- Marking should include various forms of self-assessment by the pupil using stamps. (smile, straight and sad!)
- Daily assessments on planning sheet
- Standardised tests October / June
  - Wrat 4      reading  
                  spelling  
                  writing  
                  maths

Recorded as standardised score within a range not age.

## **IEPs – Individual Education Plans**

IEPs are used for all pupils with a Statement / EHCP and others for which we feel this is necessary.