



## **Introduction**

At Aldington School, we believe that assessment and recording are a crucial and integral part of the teaching and learning process. In accordance with the planning policy, learning objectives and skills as identified in the National Curriculum when appropriate will be clearly identified in the short-term plans and the assessment criteria matched to these.

We understand the need to monitor, assess, record, report and be accountable.

## **Aims**

Through our assessment and recording we aim to:

- recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects and Religious Education;
- provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses;
- ensure continuity and progression;
- ensure that differentiation in our planning and teaching ensures inclusion of all our pupils;
- Identify and appropriately support pupils with special educational needs;
- inform parents/carers, governors, support agencies and LA (Local Authority) on progress and achievement;
- provide pupils with the opportunity to review their work, to self assess and to set future targets;
- keep a record of information to build a profile for each pupil which is meaningful, useful, consistent and manageable.
- provide pupils with feedback to help them gain a sense of ownership for their own development;
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

## **Methods of assessment**

Entry profiling using the records of transfer from Early Years Foundation Stage settings.

Focused, objective assessment activities following assessment calendar – recorded on Sonar assessment programme

Formative assessment, questioning/listening, observation

Curriculum coverage and access

Consideration and feedback of finished work/marking. (See Marking and Learning & Teaching policies)

Class tests (verbal and written) Curriculum/Maths book

Diagnostic assessments

## **Outcomes kept:**

Class assessment folder and EYFS (Early Years Foundation Stage) Profile  
Sonar

In class strategies  
Parents evening notes

On medium term and weekly plans

In pupil books where appropriate

In class

SEN file

### **Methods of assessment**

Key Stage SATs

Pupil self-assessment – individual targets

Teacher Assessment - National Curriculum

Core assessments – Reading, Writing, SPAG, Maths, Science

Foundation Subjects - after each appropriate unit and at points across the year

Reading records / Journals

### **Outcomes kept:**

Sonar

In pupil books

Recorded on Sonar

Recorded on Sonar

In Classroom and book bags

### **Lowest 20 percent**

At Aldington we identify the lowest 20% of pupils within each cohort and ensure provision is suitably matched to give every opportunity for rapid progress. The lowest 20% is identified by those children in the cohort in the bottom 20% for progress in Reading, Writing and Maths. This is reviewed each assessment cycle and included in provision mapping to maximise opportunity for rapid progress.