



Assessment Policy

Autumn 2019

This policy will be reviewed in full by the Governing Body on a two yearly basis.

Review Autumn 2021

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Chair of Governors

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Date

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Headteacher

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Date

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training (see appendix 1).

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We use learning ladders to ensure that the children have ownership of their next steps and these are directly linked with marking, questioning and feedback.

Summative:

- These formal summative tests occur each half term before the holiday on the half terms work which is recorded in SIMS.
- We use standardised testing to identify next steps on a regular basis and to support teacher judgements.
- These outcomes are (once per term) communicated to parents at parents evening.
- Subject leaders will use the whole school outcomes to identify patterns and review the drill down analysis of the assessments to inform whole school or phase training.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond)

AFL: Teachers should be using a variety of strategies that help to inform them of their pupils current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Mini whiteboard work
- Use of “lolly sticks” for random selection
- Targeted questioning
- Marking that links to the learning objective and success criteria (see marking policy)
- Children’s comments both written and oral about their progress

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school’s SENCo.

Assessment in the Early Years Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher’s ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child’s developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child’s three characteristics of effective learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's plans
- Children's work/ books
- Teacher's notes e.g. Significant outcomes
- Classroom Monitor
- 2build a profile
- SIMS data is added termly or half termly in writing, reading, maths, science and phonics.
- Pupil progress meeting records that includes a review of groups and classes
- For SEN pupils progress is tracked though classroom monitor and SIMS data
- National baseline, Early Learning Profile

Marking

Marking should follow the school's marking code. Marking is instrumental in ensuring that a personalised learning journey for all children is realised.

Marking should directly relate to the area of learning success criteria and targets set for each individual. Marking's primary aims are to ensure that the pupil can move their learning forward and teachers know what the gaps are so that it can support the planning process. However this presumes that time is given in the lesson for the pupils to review and respond to the marking ahead of the next session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Peer assessment and self-assessment against the Success Criteria
- Pupil questions and comments that link directly to the success criteria
- Adult in-depth marking and feedback
- Pupil responding in red

Up to a total of three spellings should be

A pupil's next steps or development points should be commented on in most pieces of work. Children should be given the opportunity to read, comment on and react to any marking. For younger or SEN pupils this may require an adult to talk to them.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within SET
- By attending LA sessions to ensure our judgements are in line with other schools
- School portfolios of moderated work will be kept by curriculum leaders.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Target Setting and reviewing progress

Pupils have targets in English and Mathematics to help them understand their next steps. The pupils should have full ownership of these targets. Target sheets are included in the front of their books and adults will help them to meet and set targets in lessons with the child so the targets are meaningful. 2 or 3 targets should be met per half term and there should always be 2 'live' targets to work on at any one time.

Linked policies:

Marking policy

Calculation policy

Reading information booklet (sent home to parents)