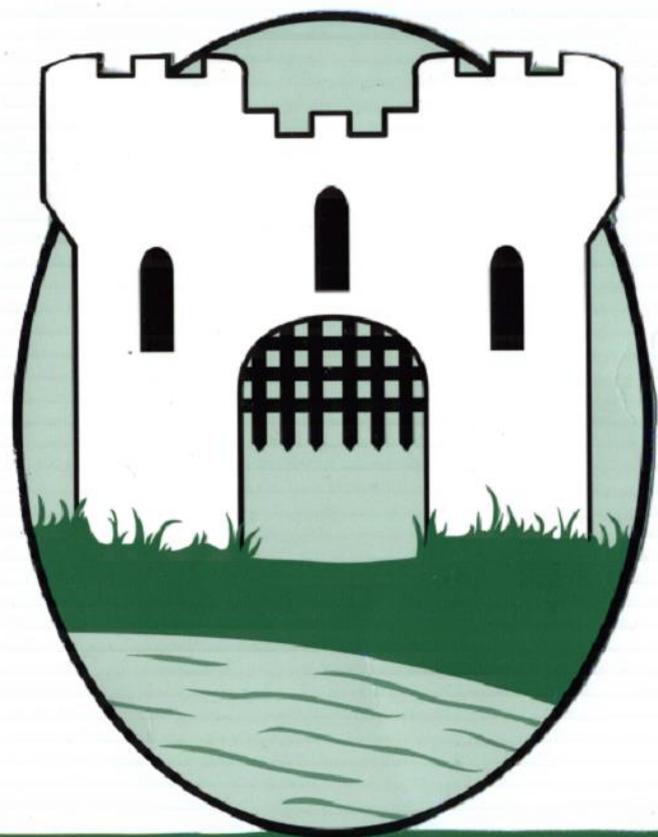


Assessment Policy



ALLINGTON PRIMARY SCHOOL

Assessment policy

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Guidance.

Rationale

Safe in knowledge, together we grow.

Assessment lies at the heart of the process of promoting children's learning. It provides the framework within which educational objectives may be set and children's progress expressed and monitored.

Assessment is the process of obtaining, analysing and interpreting the evidence of learning for use by pupils, teachers and parents in order to enable the review, planning and progression of the learning journey. It should be an implicit part of everyday classroom practice, enabling teachers to monitor pupil progress while also leading to the early identification of potential barriers to learning.

At Allington, our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. In our school, assessment is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Aims:

- The objectives of assessment in our school are:
- To provide accurate information about each child that is useful to teachers, pupils, parents and other educational agencies.
- To enable our children to demonstrate what they know, understand and can do in their work, therefore revealing children's areas of strength and areas for development;
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To provide information to teachers to enable them to plan learning opportunities that are inclusive, while also providing challenge;
- To support the early identification of pupils with Additional Educational Needs.

At Allington Primary School, we believe that effective assessment provides information to improve both teaching and learning. To do this in our school, we implement two different but complementary forms of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of the learning, where they are in relation to this aim, and how they can achieve this aim. At Allington Primary School, assessment for learning is based on five principles:

- Making the learning objective clear and using success criteria (WALT and WILF)
- Peer/ self-evaluation
- Pupil feedback
- Effective questioning
- Raising children's self-esteem

Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term or at the end of a key stage. At Allington, we have an assessment calendar to ensure summative assessments take place in all Key Stage 1 and Key Stage 2 classes three times per year. This data enables us to track the individual progress of pupils and to facilitate interventions when necessary. The data from these assessments is shared with parents during parent consultations, along with any additional provision being used to support progress. Alongside this, staff record the pupil's ongoing attainment of the Key

Performance Indicators in maths for the relevant year group using the Target Tracker database, as well as recording reading progress in guided reading sessions using a key objective record.

Three times per year, teachers will assess the writing of children in their class using the school's own format. These judgements will be moderated.

When planning, teachers ensure the lessons are planned with clear learning objectives. Lesson objectives are planned using the teacher's detailed knowledge of each child. We strive to ensure that learning is inclusive, and that all tasks set provide individualised, appropriate challenge.

The learning objective is shared with the children during the learning opportunity, and ways in which the children can succeed with their learning is shared in the form of success criteria. Teachers have a duty to ensure that the learning objective is skills focused, rather than task focused.

Assessment in Early Years Foundation Stage

On entry to Reception, our children are assessed using an in-house baseline assessment format. The outcomes of this assessment are used to inform planning, set targets and aid early identification of special needs. In order to ensure early identification of language processing and understanding issues, all children in Reception are assessed using Language Link. At the end of the academic year, the children in the Early Years will be assessed using the EYFSP which is based on the teacher's ongoing observations and assessments in three prime areas, four specific areas and against the three areas that make up the characteristics of Effective Learning. These achievements are systematically recorded using the Target Tracker database. Three times per year, each child's developments and achievements will be discussed at Pupil Progress meetings using the data generated from both the on-going teacher assessments as well as the summative assessment data.

Assessment in KS1 and KS2

From Year 1 through to Year 6, teachers will assess pupils using both formative and summative assessment methods.

- Along with on-going teacher assessment recorded on Target Tracker and guided reading record sheets, more formal assessments are carried out prior to each half term holiday using the Hodder assessments for reading and maths.
- These are used to inform teacher assessments.
- The outcomes from the formal assessments are used in conjunction with the data on Target Tracker to show both attainment against an age expected median and progress towards mastery of the curriculum in English and Maths.
- The data from the Hodder assessments is standardised with scale scores used to identify groups and individuals who may require further intervention and those who are making accelerated progress.
- Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year.
- The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.
- Statutory National Assessments are carried out at the end of Year 1, 2 and 6 and a combination of published resources are used each term by staff to inform teacher assessments.
- The foundation subjects will be assessed against year group objectives outlined in the subject progression grids. These assessments will report the child's attainment in relation to age-related expectation.

Records and Record Keeping

Teachers use records to review pupils' 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 planning

- Children's work / books
- Teachers observations
- Teacher's notes eg. Evaluations on planning
- Teacher assessments in maths will be recorded at the end of each unit using the key objectives on Target Tracker
- Outcomes of assessment tests and writing moderation will be recorded on Target Tracker.
- The outcomes of Phonics assessments carried out in Year 1 four times per year
- Target Tracker will have a record of the on-going assessments for the EYFS areas of learning completed by Reception staff.
- Guided reading key objective lists
- Writing progress sheets

Standardisation / Moderation

The process of moderation is an essential part of any assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- With colleagues in school and across key stages
- With colleagues across the Trust
- With colleagues within the Collaboration
- By attending LA sessions to ensure our judgements are in line with national expectations

In English and Maths, subject leaders assess pupil progress and attainment against National Curriculum criteria. Subject leaders monitor children's work against the school's progression Grids. There are writing moderation meetings scheduled three times a year, in order to ensure consistency in the assessment of writing across the school, and in particular, across key stages.

Reporting

Reports promote and provide:

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

A written report for each child is sent to parents once a year at the end of the Summer term. The teacher will award a grade for attainment and effort. The report will also contain subject specific comments and a general learning comment. Reports outline a child's progress in the core and foundation subjects. For children in Reception, Year 1 and at the end of Key Stages 1 & 2 additional information, including the results from national assessments, will also be provided. Parents are invited to attend Parents' Information Meetings at the start of the school year. Teachers share details about the year group's curriculum, homework, trips and routines. Parents are also provided with advice on how they can support their child at home.

Parents are invited to attend formal consultations (Parents' Evenings) during the Autumn and Spring Terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or members of the SMT at other times.

Target Setting

It is vital that children understand their successes and their points for development, and that they have ownership of these.

In writing, children have individual target sheets kept in their books that allow both the teacher and the pupil to identify where key targets have been met, and which areas require further work. During writing tasks, teachers will use a stamp to identify to the child where a specific target has been met.

In maths, targets will be shared as follows:

Whole class targets will be displayed visibly in the classroom (on maths board/ working wall) and in KS2, individual targets will be shared in books to highlight areas of strength and areas for consolidation.

Roles and Responsibilities

At Allington, an integral part of our ethos is 'together we grow' and this is central to our use of assessment.

1. It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning. They will update Target Tracker regularly and complete Pupil Progress Data which will be in preparation of Pupil Progress Meetings.
2. Subject Leaders have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
3. Governors are responsible for holding the school to account in terms of achievement, attainment and progress.
4. Teaching Assistants provide feedback to the teaching staff on progress and attainment of pupils during both group and intervention work. When supporting children either individually or as part of an intervention, Teaching Assistants will provide written feedback on the class Provision Map specifically commenting on the child's progress towards their individual target.
5. Parents and carers support children at home with homework to positively impact on progress.
6. Pupils complete all work to highest of standard in order to make good progress in school.

Our Use of Assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations.
- Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched. Pupil Progress meetings are held three times per year between the Head Teacher, the assessment leader, the SENCO and all members of teaching staff to discuss particular concerns and as a result targeted intervention groups are planned to support those children 'at risk' of not achieving their targets.
- The information from assessment is communicated to parents and children through a structured conversation at Parents' Evening and a final summer report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development. These achievements are celebrated in a weekly 'Pupil of the Week' celebration assembly.

Policy Issued: November 2016

Policy review: November 2018, or sooner in response to changes in government statutory requirements

ASSESSMENT STRATEGIES	
FORMATIVE	SUMMATIVE
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in the delivery of a broad and balanced Primary Curriculum.</p>	<p>Statutory assessments: Pupils undertake statutory assessments in Year 1, Year 2 and Year 6. Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage- a summative assessment is made in each of the 17 strands.</p>
<p>Sharing Learning Objectives with pupils: Pupils know and understand the purpose of the learning for every task.</p>	
<p>Pupil self-evaluation and peer-evaluation: Pupils are well-rehearsed and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective, and reflect on the success of the learning process. In key stage 2 all pupils will use green pen to write their comments into their books.</p>	<p>Non-statutory assessments: These include commercially produced assessments and provide an opportunity to monitor progress and attainment. The school currently use GLA CATs assessments in Year 5. In all KS1 and KS2 classes: The pupils undertake PUMA assessments 3 times per year, providing a 'maths age' as well as a scaled score. In reading, teachers use PIRA Writing is assessed using the school's own tracking grid. All pupils in KS2 complete termly Rising Stars SPAG assessments.</p>
<p>Feedback: Must reflect the learning objectives of the task in order to be useful to the pupil- it should refer directly to pupil's achievement of the learning objective taught. It should provide an opportunity for dialogue between the pupil and the teacher about the learning and can be oral or written.</p>	
<p>Target setting: Targets set for individuals, over time for ongoing aspects of learning – for example the use of specific punctuation in writing.</p>	<p>Base-line assessments Pupils in Reception are assessed on entry using Early Excellence in order that subsequent progress can be compared with, and measured against, the expected norm. Pupils in Year 1 complete a phonics assessment in order to provide a baseline measure in readiness for the screening at the end of the year.</p>
<p>Celebrating achievement: Links between achievements should be made explicit. The focus is on rewarding effort and personal achievement rather than attainment thus creating an inclusive ethos.</p>	