



Manor Primary School Policy Document

Assessment Policy

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| Written / Reviewed | November 2015 |
| Approved by Governors | 2/12/15 |
| Review date | December 2016 |

‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’

Rationale

Assessment lies at the heart of learning. It supports effective planning and teaching and provides a framework within which children's progress is understood, supported and monitored. Assessment is incorporated systematically into teaching; it helps teachers enhance their skills and judgements and enables the school to strengthen learning across the curriculum.

'the term 'assessment' refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'(Black and Wiliam, 1998)

Aims

-  To comply with statutory guidelines.
-  To enable all children to achieve their full potential regardless of age, gender, ethnicity, cultural background or ability.
-  To plan and monitor progress, support learning, recognise the achievements of pupils and foster an expectation of success.
-  To enable children to build upon strengths while developing strategies to overcome weaknesses in their learning.
-  To guide future planning, teaching and curriculum development.
-  To inform parents, teachers, governors and the wider community of pupil achievement.
-  To provide information to ensure continuity when the pupils change year group or school.
-  To involve children in their own assessment and future learning, so that they have ownership of what they are learning and understand its significance.

Formative Assessment (Assessment *for* learning, or AfL)

Assessment for learning focuses on how pupils learn and helps them to know how to improve. It is a continuous process which embeds assessment at all points of the planning-teaching- learning cycle and is central to classroom practice. Assessment involves gathering information, making a judgement and planning the next steps. Children's prior knowledge is assessed to inform the teacher's planning, and as we are teaching we assess how children's learning is progressing. This takes place in a variety of ways:

- Learning intentions are explicit in planning and are shared both verbally and in writing with the children at the beginning of each lesson. Children then use these in the form of 'Can I?' or 'I can' statements in their work.

- Use of targets, which address key areas for development and are embedded in the teaching, learning and assessment cycle.
- Monitoring of learning - teachers (and other adults) note progress to inform future planning and annotate planning accordingly. This can alter the course of a lesson, of the subsequent lesson or subsequent sequences of lessons.
- Use of a wide range of questioning techniques and methods such as individual whiteboards, number fans, talk partners etc.
- Marking- teachers use marking to check progress against learning objectives and targets and give ‘closing the gap’ steps for improvement. (See Marking Policy).
- Self assessment- children are involved in the assessment of their own learning, through a range of opportunities to comment on their progress and understanding against success criteria. This includes use of success ladders and ‘smiley faces’. (See Marking Policy).
- Observations - teachers or other staff observe children’s learning and record their progress against targets, learning objectives and success criteria.
- Plenaries are used to encourage feedback and questioning from children, to address misconceptions, and reinforce, embed and further their learning.

Summative Assessment (Assessment of learning)

We are required to obtain standardised data about the children’s attainment at key points; we also need to provide solid evidence of how well children are attaining and progressing. The results of this summative information are also used formatively to adapt planning and teaching approaches and plan for intervention.

Summative Assessments:

- ✚ Foundation Stage – at the start of the year, a Baseline assessment is carried out which enables the children’s learning to be planned, monitored and assessed. At the end of the year, the EYFS Profile is completed (see below).
- ✚ Non-statutory tests during and at the end of years 3, 4, 5 and 6. Results from these are analysed to inform subsequent teaching and learning.
- ✚ External statutory tests and checks at the end of Y1, KS1 (Year 2) and KS2 (Year 6)

Teacher Assessments

- Teachers use the full range of AfL techniques to inform their teacher assessments.

- Their judgements are also supported by the use of pre- and post-sequence assessment tasks in maths, literacy and science.
- The use of Key Objectives sheets, based on the National Curriculum 2014, is being trialled throughout 2015-16 in order to establish a tool for assessment that is efficient, effective and useful.
- Teachers regularly moderate their judgements within and between year groups and with other local schools.
- Teacher assessments for Y2 and Y6 in 2016 will be based on the Interim Teacher Assessment document requirements.

Tracking

Summative judgements are completed at three assessment points throughout the year (October, February and June) and used to update class profiles for maths, reading and writing (Y1 – Y6). These show the children’s attainment in relation to ARE, using an ‘emerging, developing, secure’ and ‘depth of learning’ framework. Class Profiles in KS2 currently show the children’s end of KS1 NC level. Class Profiles enable teachers to track progress against targets, and identify children needing support or intervention.

The school’s Pupil Tracker is updated at each assessment point. This is used by teachers, subject leaders, year leaders and the SLT to closely analyse progress and attainment, track vulnerable groups and monitor the effectiveness of teaching, support and intervention.

Pupil Progress Meetings

Pupil progress meetings are held at each assessment point, with the full teaching team taking part together with either the HT or Deputy HT. Prior to these meetings, data from the Class Profiles and Pupil Tracker are analysed by the teachers and HT / DHT and areas for discussion are identified, such as children or groups making inadequate progress. At the meeting, the teacher has the opportunity to explain the support they have in place and further support or intervention can be discussed and agreed. Further Pupil Progress meetings are held more regularly to discuss the progress of vulnerable children.

Assessment in the Early Years Foundation Stage (EYFS)

Assessment during the first year of Foundation Stage follows the regulatory framework known as the Early Years Foundation Stage (EYFS) Profile (2014). Following Baseline assessments, each child’s development is assessed in relation to 17 Early Learning Goal (ELG) descriptors. Judgements are made primarily from observations of daily activities and events, in particular the learning that a child demonstrates spontaneously, independently and consistently. For each ELG, the teacher will judge whether the child is meeting, exceeding or still working towards the level of development expected.

The EYFS Profile is used to guide and inform teaching and learning throughout the year, and to provide parents and Year 1 teachers with reliable and accurate information about each child’s level of development as they reach the end of the EYFS year.

Target Setting

End of year targets are set for all children in accordance with their attainment at the end of the previous key stage, with the expectation that progress within every cohort will exceed national expectations.

Reporting

Parents are informed of their child's progress regularly throughout the year:

Term 1 - Parents' Meeting to explain and discuss progress and targets, and Baseline assessments in EYFS.

Term 2 – Interim Report including details on achievement and effort.

Term 3 – Open Day for parents to visit the classroom and talk to the teacher

Term 4 – Full annual report for Y1-6 in which each area of the curriculum is reported on as well as children's general attitude and behaviour.

Term 5 - Parents' Meeting to discuss and review progress and attainment.

Term 6 – Interim Report including details on achievement and effort.
Foundation Stage reports

✚ External test results at Years 2 and 6 are communicated to parents, future Schools and the Local Authority. They are included in the prospectus and the Governor's Annual Report to Parents.

Staff Training

Staff are routinely updated and trained in good practice and on developments in assessment through staff meetings and inset sessions.

Reference

Black, P. and Wiliam, D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*, London: Kings College School of E