

Thorpedene Primary School



Achieving, Caring & Respecting with Confidence

Assessment Policy

April 2018

Introduction

At Thorpedene Primary School our aim is to give every child the opportunity to reach the highest possible standard they are capable of in all areas of the curriculum. This will give them a sound basis for development at subsequent levels of their education. To achieve this aim, assessment is used to improve learning; seeking and interpreting evidence for use by children and their teachers to decide where the children are in their learning, where they need to go and how best to get there. To this end we feel that assessment is essential and it is used in three ways:-

- (a) Formative - to plan the next stage for and with each child.
- (b) Summative - to pass on information about the child to parents, subsequent year groups and key stages.
- (c) To monitor the effectiveness of our teaching and learning.

All pupils receive regular feedback on their learning so that they understand what it is that they need to improve.

Objectives

The objectives of assessment in our school are:

- To enable pupils to demonstrate what they know, understand and can do in their work;
- To help pupils recognise the standards to aim for and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide information with which to make judgements about the effectiveness of the school.

Assessment for Learning (AfL)

- Is part of effective planning of teaching and learning
- Should focus on how children learn.
- Is central to classroom practice.
- Is individual, sensitive and constructive.
- Fosters motivation.
- Promotes understanding of goals.
- Helps learners know how to improve.
- Develops the capacity for self-assessment.
- Recognises all educational achievement.

Informal, on-going assessment by the teacher/learning support assistant is made during every lesson. This is to ascertain pupils' existing knowledge and understanding and to reveal misconceptions. This is conducted through both teaching and marking of work as well as through more formal AfL tasks or silent starters, that are in children's books for reference when marking and planning next steps in children's learning.

Teachers evaluate lessons, making notes and referring to pupils who require reinforcement and additional teaching or support. These assessments inform planning and ensure that the needs of individuals are met.

Strategies for AfL

Methods employed by teachers may include:

- (1) Annotated planning - weekly/daily plans may be used to note individual or group attainments.
- (2) Assessment tasks (AfL / Silent Starters) which are built into planning.
- (3) Observations of children at play/work and subsequent notes, photographs or recordings.
- (4) Daily jottings may be made by the teacher.
- (5) Reading records which contain notes on reading progress.
- (6) Home Link books that contain notes written by teachers, classroom helpers and parents/carers.
- (7) Check lists - e.g. phonics stages, High Frequency word recognition
- (8) Pupils' discussion of their own work, including self-marking and reflection in their own books.
- (9) Unaided writing completed through hot and cold tasks in English lessons
- (10) Notes made by learning support assistants when they work with groups or individual children.
- (11) Classroom Monitor (CM) - teacher assessment tool online, using assessment objectives that match the book based learning objectives for all pupils.
- (12) Pupil (peer) assessment and self-assessment.

These strategies can be used to collate evidence to inform formative and summative assessments.

Records

On entry to school in the Foundation Stage, a Thorpedene Primary School pupil profile sheet is started. This follows them through all the years they are at Thorpedene.

Baseline entries are made in the Early Years Foundation Stage (EYFS) for each child using information from children's previous early years' settings and observations made by teachers and support staff.

Baseline assessments are made in EYFS by mid-October through the EEXBA baseline, online program. The EYFS team then use Tapestry throughout the year to record a child's progress through all the curriculum areas and at the end of the key stage.

Thereafter, the following assessments travel through the school with each child:

- Foundation Stage baseline and End of Key Stage attainment and progress on Classroom Monitor.
- CM half termly progress and attainment assessments and targets in English, Maths and Science.
- Learning Objectives (LOs) for core subjects, used in ALL KS1/KS2 pupils' workbooks and maths books, that directly match to classroom monitor assessment statements (Linked to National Curriculum 2014)
- Assessment sheets for computing that follow the scheme of work for each year band.
- Individual reading records.
- Guided reading records.
- Assessed writing tasks completed in each class – hot and cold tasks, pre and post teaching
- A written narrative/diary on social, emotional and behavioural matters, added to when necessary (in their 'black file'). This contains the Thorpedene Primary Pupil Profile Sheet, End of Key Stage attainment results, as well as Phonics Screening results. Children on the Vulnerable Children's Lists have additional information recorded in the class pink files.

Rates of Progression and Attainment

EYFS

Children in EYFS are expected to progress from the 40-60 months band on entry to the key stage, to the Early Learning Goals (ELG) at the end of the Key Stage. Able children are expected to exceed the ELGs. Children who are assessed at the beginning of the key stage as below the average expected attainment are given support to give them the opportunity to achieve an Expected ELG and meet GLD (a Good Level of Development) by the end of EYFS. Children who do not reach the expected level at the end of the key stage will be assessed as Emerging.

KS1 and KS2

Children in KS1 and KS2 are expected to achieve their Year Band outcomes related to the National Curriculum 2014 and be working 'At National Expectations for their age' by the end of each academic year.

Rates of progress will be measured in 6 steps across a year for years 1 to 6

The six steps are beginning, beginning+, developing, developing+, secure and secure+. AMA children may be shown to be achieving in the next year band and less able children may be shown to be working in a year band below their current year group. Year 1 will be measured in 5 steps progress as their Autumn 1 assessment will be a baseline assessment for KS1 data.

Reporting to parents

A range of strategies is used to inform parents/carers about their child's progress in school.

At the start of the academic year, information is provided for parents and pupils outlining the areas of study in the year, how teaching groups and homework are organised and explaining how parents/carers can support their child during the year.

Each term, we offer parents/carers the opportunity to meet their child's teacher. At the formal meetings in October and March, a child's targets for each core subject and their current level of attainment are shared and the next steps in their learning are discussed. The meeting also provides the opportunity for both the teacher and parent/carer to identify any support that can be given at home and school, and to discuss any barriers to learning.

At the end of the year in EYFS, assessment results of Emerging, Expected or Exceeding the ELGs are reported alongside whether each child has achieved GLD.

At the end of each key stage, parents/carers are given a report regarding their child's level of attainment, whether it is below, expected or exceeding that for their age range.

For the end of KS2, test results will also be reported. These tests will inform both the school and parents if an individual child is working at age related expectations.

In all year groups, an annual report for parents/carers reviews progress and achievements during the year and target areas are identified. Parents/carers are given the opportunity to discuss this report with their child's teacher, the SEND teacher or a member of the Leadership Team if they wish to do so.

The person having parental responsibility for each child on the S.E.N.D. Support Register is given the opportunity to discuss their child's progress at the time of their review. At these meetings parents/carers are given a copy of their child's updated Individual Support Plan (I.S.P.) or Individual Behaviour Plan (I.B.P.).

Other meetings may be arranged if necessary, at the request of the class teacher, another member of staff or the child's parent/carer.

Informal feedback may also be given at the beginning or end of the school day.

Academically More Able

Those children who are assessed as Academically More Able (AMA) are challenged and given extended work in lessons and ability groups. They are also given the opportunity to work with children from other schools who have also been assessed as 'more able'. For children who are assessed as exceptional a More Able Plan (M.A.P.) will be created and reviewed termly.

Monitoring and Review

The Assessment Leader (AL) and Senior Leadership Team (SLT) are responsible for monitoring the implementation of this policy.

Rates of progress and Attainment data on the schools tracking systems are updated at least termly and monitored by the Assessment Leader and SLT.

For years 2 & 6, every term, pupil Progress meetings are held with members of the SLT and each year group teacher. For all other year groups these meetings are called if monitoring deems it necessary.

Monitoring also involves staff inspecting samples of work to ensure consistency throughout the school and in moderating assessments using agreed criteria. Exemplification materials can be used to make judgements about the levels of the children's work in all subjects and the school continuously reviews materials/criteria used to ensure best practice in line with national developments. Assessment information including ASP and Fisher Family Trust data is presented to governors during the year to provide them with an overview of standards and achievement.