

Littledean Church of England Primary School

Assessment Policy

Introduction

At Littledean C of E Primary School we believe that assessment is a continual process which is integral to teaching and learning. It is how teachers gain knowledge about children's needs and attainment, providing information to guide future teaching and learning.

Aims of Assessment

The aims for assessment at this school are:

- to celebrate learning;
- to identify individual needs and set targets for future learning;
- to ensure continuity and progression for children's learning within and across year groups;
- to provide a differentiated curriculum to meet the individual needs of all children within the school;
- to involve children in self-evaluation/assessment;
- to use Assessment for Learning (AFL) in order to motivate and help children to take the next steps in their learning;
- to provide regular information for parents/carers which enables them to support their child's learning;
- to provide the Head Teacher and Governing Body with information which allows them to make judgements about the effectiveness of the school.

Formative Assessment

Formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment are:

- questions and answers in class;
- observing children at work and intervening where appropriate;
- completion of pre-learning tasks before commencing a new topic or concept;
- 'what I know' and 'what I would like to find out' tasks at the start of a new topic;
- marking, which may be scanning of work to or in-depth marking with responses required from the children;
- recording assessment information against objectives taught within different curriculum areas;
- scrutiny of work to assess progress over time;
- SEND review of progress towards targets on My Plan, My Plan+ and EHCP;
- pupil progress meetings: discussion regarding progress and attainment of whole class, year group, vulnerable groups and individuals.

Assessment for Learning (AFL)



Formative assessment (Assessment for Learning) consists of elements that within our school we have an expectation to see within planning and teaching:

- **shared learning objectives** – children need to be clear about what they are learning and what they are expected to be able to do after they have learnt it (learning outcomes);
- **success criteria** – are shared with children or generated as a class to enable them to have a clear understanding of what they will be learning and how they will know that they have been successful;
- **the learning environment** – enhances teaching and supports AFL through key vocabulary and relevant displays;
- **teachers** – adjust their teaching to take account of the results of assessment and give feedback which allows learners to recognise their next steps and how to take them;
- **effective questioning** – strategies for assessment that are used to effectively extend learning are:
 - targeted questioning;
 - discussing and analysing written work;
 - making observations;
 - talking with children to extend their knowledge and understanding
- **self and peer evaluation** – strategies such as talk partners and peer assessment are important and encourage children to become self-critical and independent;
- **effective feedback** – marking and feedback needs to be linked back to the learning objective/success criteria and needs to lead to further improvement. Feedback can be written or oral depending on the age of the child.

Summative Assessment

Summative assessment may take place at the end of a particular unit of work, the end of a seasonal term or the end of the school year. It informs the teachers of how well children have understood and retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- end of unit assessments, e.g. in science and maths;
- seasonal assessments in reading comprehension, maths and spelling, grammar and punctuation;
- assessed independent writing;
- annual reviews for children with an EHCP;
- recording assessment information against the objectives taught within each curriculum area.

In addition there are National Curriculum summative assessments which measure children's abilities against national standards:

- Phonic Screening Test;
- KS1 assessments;
- KS2 assessments.

Formal Assessment Windows

There will be a formal assessment window at the end of each seasonal term (autumn, spring and summer). The assessments are carried out in relation to whether children are 'working within the expected range' for their year group.

In KS1 and KS2, 'working within age related expectation' assessments will be carried out in reading, writing and maths. Class teachers record the assessment information in a pre-agreed format and make available to the Head Teacher and the Assessment Lead.

We use the South Gloucestershire assessment materials for reading and writing, across the whole school and we use the Assertive Mentoring package for maths assessment across the school.

Within each assessment window, class teachers use evidence from test materials and class work to establish whether a child is working 'within age related expectations'. In order to judge progress and attainment, we would expect children to be emerging within their year group by Christmas, Developing within their year group by Easter and Secure within their year group by the end of the academic year. If a child follows this pattern they will be judged to have made 3 points progress, which for most children would be 'sufficient' progress. If a child is working below age related expectations we would want them to make a minimum of 3 points progress but would be aiming for 4 points in order to work towards diminishing the difference in attainment.

Early Years Foundation Stage

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG's). Children are reported as to whether they are 'emerging', 'expected', or 'exceeding' for each ELG and whether they have achieved a Good Level of Development (GLD).

At Littledean C of E Primary School we currently use the CEM Reception Baseline materials at the start and end of the academic year.

Analysis

The Head Teacher utilises the class teacher reports on progress and attainment, along with additional information gathered from monitoring of planning and children's work to inform:

- pupil progress meeting discussions;
- school self-evaluation;
- Head Teacher's Report to Governors;
- report to Teaching and Learning/Behaviour and Safety Committee;
- school development plan.

We carry out data analysis of pupil performance, identifying areas of development for all children and groups of children, comparing their progress with national expectations and are committed to taking action where underachievement is identified.

Pupil Progress Meetings

These are held 3 times each year (more often if necessary) and are attended by the class teacher, Head Teacher and Assessment Lead. The focus of the meeting is:

- to discuss attainment and progress generally within the class;
- to set targets for children that require additional support and devise plans for how these targets will be achieved.

Moderation of Assessment

Staff meetings will be utilised in order to carry out in-house moderation of assessment information and to ensure that all teachers have a shared understanding of assessment practices. Moderation meetings will also be attended by class teachers in order to moderate work with cluster schools. This ensures that there is consistency against the national standardisation materials.

Monitoring and Evaluation

The Head Teacher will ensure that this policy is implemented consistently across the school, using strategies such as discussion with teachers, children, parents/carers, scrutiny of children's work, assessment reports provided by class teachers, lesson observations, learning walks and scrutiny of planning.

English and Maths Leaders will carry out monitoring on a regular basis using the methods mentioned above.

Reporting to Parents

Reports are given to parents verbally at parents' evenings twice a year along with a written report at the end of the year. The purpose of the end of year report is to provide parents with information on the following:

- how their child is performing in relation to their past achievements and national standards;
- the child's strengths and any particular achievements;
- areas of development;
- how they can help them;
- whether the child is happy, settled and behaving well.

SEND

Early identification of children with special educational needs is essential. The school SEND Information Report gives details of the procedures for identification, assessment and support.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes and schools). This ensures that children have the maximum opportunities to achieve.

Transition meetings are held between the Year 6 teacher and the secondary school at the end of a child's time in Year 6.

When a child moves school, information is sent through the CTF (Common Transfer File).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special education need. This policy is written for all and recognises that every child has equal opportunities. We have high expectations of all of our children and all groups of children.

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