

Grange Primary School



Assessment Policy

Belong Believe Achieve

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

Aims and Objectives

- To improve the quality of learning and teaching throughout the school.
- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enable them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against Northern Ireland and national standards.

Types of Assessment

At Grange Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

The SLT and EYFS Leader work together to ensure progress is being monitored closely throughout the school. Regular reports are presented to the Governors to highlight pupil progress.

At Grange, we use a combination of formative and summative assessment as outlined below:

Formative assessment (Assessment for Learning- AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.



Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Summative Assessment- Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

On-going Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavor to achieve this by:

- Informing pupils of the learning of objectives - Learning questions and success criteria
- Effective Questioning throughout the lesson in order to judge pupil understanding.
- Observations- either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.

- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria.
- Sampling pupils' work.
- Using assessments and feedback from marking to inform the next stages of learning and planning.
- Southwark Star grids are used as ongoing assessment tools. This support teacher in planning and setting appropriate targets. Those grids are also used for moderation purposes, within the school and with other schools in the borough.

Summative assessment – Years R-6

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of **overall teacher assessment**.

- Year 1: Phonics Screening Check (June)
- Years 1 – 6: White Rose and TestBase Optional Tests in Reading, GPS, Mathematics and Science every term.
- Phonics benchmarking (October)
- End of KS1 (Year 2) and end of KS2 (Year 6) Statutory Assessment Tests (SATs) (May).
- Y4 Multiplication check (May)
- Diagnostic tests for targeted children, including new arrivals and EAL.
- Review for pupils with SEN and disabilities.
- Reception Baseline assessment (September)

Summative assessment is carried out three times per year at the end of each term. An '**Assessment schedule**' for each term is set and shared with staff and governors.

All pupils are expected to deepen their understanding of a subject through higher level of challenge and opportunities to develop their knowledge and skills in a real life/problem solving context.

Progress

Progress at the end of each curriculum year: Years R-6

Following the introduction of "Assessment without Levels", and in tandem with the introduction of the NC 2014, progress will be measured against Age Related Expectations - where each child's progress is measured against their individual starting points.

Progress between terms: Years R – 6

During the academic year, **teacher assessments** are made using the combination of formative and summative assessment to decide how well a child has met the learning objectives during a given period of time. We use the assessment measures, Beginning, Beginning +, Working Within, Working Within +, Secure and Secure + to measure progress between terms.

Progress is measured from baseline (end of previous academic year) for Years 1-6. For Year R progress is measured from the Autumn Baseline.

Data

Data collection, reporting and target setting

The school uses **its own tracking spreadsheet** as its data management system. The data is anonymised and reported to Governors.

Teacher assessment and targets are set and shared with parents during the first parents meeting in October. Attainment and progress are later shared with parents during a second meeting held in February. In June parents will receive an end of year formal written reports for their child. Parents can make an appointment to discuss their child report with the class teacher at the end of the school year.

Data analysis is fed back into the planning and teaching cycle and dialogue continues between all stakeholders.

Science**Formative Assessment**

For each topic there should be a cover sheet containing:

- Key scientific knowledge objectives
- Key working scientifically objective
- Key vocabulary

The objectives are taken from the national curriculum and can be found on Kent Planning.

At the end of each topic children should look back through all their learning and self assess against these objectives, ticking if they feel they have met them.

Teachers should use the sheets for formative assessment to assess if each child has met the objective. If they have not, or if a child has missed a lesson there should be opportunities given for the children to cover the objective again.

Key vocabulary should be set as spelling homework during the half term and tested.

At the end of each topic children should complete a topic evaluation.

Summative Assessment

Both knowledge and working scientifically will be assessed by completing focused investigation (see PSST TAPs resource <https://pstt.org.uk/resources/curriculum-materials/assessment>) at the end of their topic. The teacher would assess each child against the set criteria. Depending on the needs in the class, they could take a focus group at a time to do this or do it whole class. They would then use this to help them make their judgement on Southwark STAR.

Foundation subjects

Foundation subjects are also assessed ongoing by teachers.

Early Years

The DFE introduced a baseline assessment for each child that begun at the start of Reception in September 2021. This form assessment is carried out online by the class teacher 1:1 with individual pupils, during the first six weeks of the new academic year.

Baseline

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.
- Results will be inputted on the schools tracking system and will form the baseline from which progress is measured at the end of each term.

EYFS records and observations

The main purpose of our assessment systems in EYFS is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on our database held centrally. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. (See the Marking Policy for detailed information.)

What do we use?

Recording/Data Analysis:

- Southwark Star
- White Rose assessments
- Phonics Tracker
- Little Wandle assessments

Assessment Moderation

- Staff meetings and phase meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and the level criteria.
- Regular moderation meetings and training are also carried out with other schools.

Monitoring and Evaluation

- We will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers and lesson observations.
- All subject leaders will carry out monitoring, assessment moderation and book scoops as part of this process.

Reporting to Parents

Reports to parents are given verbally at parents' evenings along with written information on the children's attainment during the autumn term. A longer appointment is given during the tutorial day in the Spring. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of:

- How their child is performing.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

THE ROLE OF THE ASSESSMENT COORDINATOR

- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements.
- To provide or arrange training on matters relating to assessment.
- To coordinate the production and review of school policy and guidelines on assessment.
- Advise on the statutory tests and assessment procedures.
- Coordinate electronic transfer of data.
- Monitor assessment procedures and practices.
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievement.

- Coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting.
- Evaluate the quality and appropriateness of existing assessment resources.
- Manage the purchase and deployment of assessment resources.
- Keep up to date with local and national developments on assessment.
- Attend appropriate INSET and disseminate information to colleagues.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.