

Elm Park Primary School Assessment Policy



'Aspiring to be the best we can be!'

Policy type	School
Statutory compliance with	N/A
Responsible (author)	Deputy Headteacher
Consulted	All Staff
Informed	All Staff / Data & Attainment Governor
Review Frequency	Annually
Next review date	01/10/19
Approved by/when	HT/01/10/2018

Introduction

To be read in conjunction with the following:

- Homework Policy
- Learning & Teaching Policy
- Fast Feedback Policy
- Monitoring & Evaluation Policy
- Target Setting Policy

1. Rationale

1.1.1 Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

2. The aims of this policy are to:

- Ensure that all teachers know what is expected of them as regards assessing pupils.
- Support teachers in sharing this process with colleagues
- Help teachers make well-founded judgements about pupils' attainment and progress.
- Track the attainment and progress of individual pupils and pupil groups over time.
- Provide parents with accurate information about their child's attainment and progress.
- Monitor practice in assessment and the use made of assessment information.
- Collate information that enables the Governing Body to evaluate practice across the school.
- Use assessment information when planning training and in the deployment of resources
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

3. Why do we assess?

- To define each child's ability, what the child knows, understands and can apply.
- To reveal children's strengths and weaknesses.
- To ensure early identification of children with SEN/EAL requirements.
- To inform future planning and target setting to ensure continuity and progression in our work with the children.

- To communicate accurate information about the child that is useful to teachers, pupils, parents and other educational agencies.
- To comply with statutory requirements.

4. Types of Assessment:

4.1 Assessment is not an end in itself, its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be.

4.2 Assessment is an integral part of teaching and learning which is evident in every lesson. Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However we believe that when teachers identify and record in advance of what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainment and learning needs and influence teachers' future plans.

Compass assessment system is the school's preferred choice of assessment tool. It links to what we refer to as the Four Modes of Learning which are:

- Foundational
- Conceptual
- Collaborative
- Personalised

Compass assesses Foundational and Conceptual learning. Teachers assess at which level the child has achieved for each statement.

- Foundational
 - White - not learnt/may not have been taught
 - Blue - has partially met the statement
 - Orange - accurate with learning the statement
 - Green - accurate and quick (fluent)
 - Purple - can apply learning
- Conceptual
 - White - not learnt/may not have been taught
 - Blue - has partially met the statement
 - Orange - achieves the statement with support
 - Green - achieves the statement independently
 - Purple - can teach, explain or reason

4.3 Formative (Assessment for Learning)

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record

books, or the child's own books and through Compass Assessment System for reading, writing and maths.

4.4 Summative

These occur at defined periods of the academic year such as pre-determined SATs tests or at the end of a unit of work. Summative tests help teachers in making end of key stage best fit assessments, a snapshot of attainment. Whole school summative assessments are made towards the end of the Summer term and during the second half of the Autumn and Spring terms.

4.5 Diagnostic

All assessments can provide diagnostic evidence, however, certain assessment tools, i.e. Rising Stars, can be particularly useful in providing more detailed data through gap analysis.

4.6 Tracking

All teaching staff have access to Compass Assessment System which records and tracks pupils' progress towards end of year and end of key stage set targets.

Subject Leaders and Senior Leadership review progress and targets termly.

All teachers are involved in Pupil Progress Meetings on a half termly basis to discuss tracking of pupil progress.

5. Strategies for assessment

- Observation – watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio recording work in progress.
- Examining and marking children's work according to the marking policy.
- Teacher devised tests for areas such as times tables.
- Statutory formal assessments; baseline assessments at Reception, SATs at Year 2 and Year 6 and Year 1 phonics screening.
- Phonics assessments
- Pupil self and peer assessments and other Assessment for Learning strategies.
- Fast Feedback and pupil conferencing.

6. Assessment in the Foundation Stage

- 6.1** On entry to the school, children will be formally assessed using Development Matters statements, which are recorded with evidence on the Compass Assessment System. These results are used to inform planning, set targets and aid early identification of special educational

needs. Assessment is continuous with progress measured against Early Learning Goals through the Development Matters document.

- 6.2** During their Reception year, children will be assessed using the Foundation Stage Profile which is based on teachers' ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in their profile folder and on Compass. Next steps in learning are identified and fed into planning.

7. Assessment documents

- 7.1** We use the following documents to assess aspects of learning, and progress is recorded and measured using Compass.

- Development Matters/Foundation Stage Profile
- Speech and Language Link
- Rising Stars half termly tests for Spelling and Grammar for Y1-Y6
- Rising Stars half termly tests for Maths for Y1-Y2
- Year 6 SATs tests
- Year 2 SATs tests
- Ruth Miskin Phonics assessment materials
- Twinkl maths assessments
- PE Passport
- Salford/Hertfordshire reading age tests and book bands
- Symphony Assessment System for foundation subjects.

7.2 Assessing Foundation Subjects

Objectives for each year group is collated in a booklet available on Google Drive. Each foundation subject is divided into working towards, working at and working beyond. Each half term, year groups highlight the objectives taught in the half term's assigned colour (see below). Children's initials are then noted in the box that best shows their attainment. Not all subjects are taught each half term. These booklets should be saved as *Foundation Booklet [year group].[term]*.

- Autumn 1 ORANGE
- Autumn 2 BLUE
- Spring 1 YELLOW
- Spring 2 GREEN
- Summer 1 PINK
- Summer 2 RED

8. Involving the multidisciplinary team

- 8.1** Although teachers are responsible for ensuring that assessment is planned for and takes place, all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. This means that they need to be aware of the goals and

targets within School Support Plans and of the learning objectives for each lesson. Other professionals (physiotherapists, speech and language therapists, etc.) make separate assessments of pupils' progress in their specialist areas as well as observing progress during the lessons in which they support pupils. This information is shared with teachers, so that they can use it to inform future lessons and to set future learning objectives. All information is shared with receiving teachers at the end of each academic year.

9. Record Keeping

9.1 Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of end of year reports to parents.

9.2 Records are kept in:

- Children's work/books
- Teacher's notes
- Teachers' mark books
- Assessment results through Compass
- Early learning profile/baseline data in Reception pupils' Profile Books
- SIMs Assessment Manager for statutory assessments
- Online using Compass
- Online using PE Passport
- On Google in foundation assessment booklets

9.3 End of year attainment is recorded in each child's end of year report, a copy of which is placed in individual's files and handed on to the teacher for the following year.

10. Moderation

10.1 The process of moderation is an essential part of the assessment system. Teachers are involved in regular moderation processes each term for writing to ensure agreement on criteria for levels in the following ways:

- With colleagues in school within year groups, phase groups, whole school and leadership teams.
- Through the local authority sessions
- With colleagues in other schools
- Using exemplification materials/grade descriptors

11. Special Educational Needs and Disabilities and School Support Plans (SSPs)

11.1 Assessment should reflect the school policy on SEND. SSPs are reviewed termly to evaluate and support pupil progress. Pupils with SEND have their progress recorded on Google where the number of statements they have achieved each half term is recorded.

Their expected progress is determined by the band of need they are assigned to.

12. Sharing information

12.1 End of year reports promote and provide:

- Good home-school relationships.
- Information for parents.
- An opportunity for discussion with parents.
- In some cases information with outside agencies.
- Targets for the children.

12.2 A detailed written report for each child is sent to parents once a year at the end of the summer term and summary reports at the end of the Autumn and Spring terms. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Children are regarded as *working towards*, *working at or working beyond*. Targets for Literacy and Numeracy are set. For children at the end of Key Stage 1 and 2, additional information relating to SATs testing is also provided.

12.3 Parents are invited to attend Termly Learning Conferences (TLCs) with their child where the teacher facilitates a conversation between child and parent regarding successes and targets. These take place during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher, head teacher or SENCo at other times. These meetings offer an opportunity to share pupil progress with parents.

13. Target Setting

13.1 Analysis of Summer assessment data is made by the end of the term. Overall data figures are reported to Governors and the Local Authority and are used in the Appraisal process for teachers, as well as informing targets for the School Improvement Plan. These targets are reviewed during Pupil Progress Meetings.

13.2 When considering support provision, specific groups are highlighted. Their targets are reviewed termly and provision adjusted accordingly.

13.3 Targets are set with and for children through Assessment for Learning strategies (see Feedback and Marking policy).

14. The Role of the School Assessment Lead

14.1 The leader's responsibilities include:

- Contributing to the School Improvement Plan
- Leading school development in assessment, recording and reporting procedures
- Liaising with subject leaders/SENCo

- Attending and leading appropriate CPD
- Keeping Governors informed
- Ensuring that assessment procedures are carried out effectively and impact positively on raising standards
- Supporting colleagues with matters of assessment

15. The Role of the Class Teacher

- Carrying out formative and summative assessments in line with appropriate guidance
- Keeping Compass assessments live and up to date
- Supplying assessment data within set deadlines
- Reporting progress and attainment to parents
- Tracking groups and individual progress of pupils they teach
- To request support as required
- To moderate as a part of Planning, Preparation and Assessment (PPA) time

16. Monitoring and evaluation

16.1 Assessment, recording and reporting procedures are monitored regularly to ensure they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives.

16.2 On-going assessment is recorded through a plan, teach, review cycle with Compass assessments as a central feature. Apart from end of KS2 tests, the tests listed above are used to support teacher assessment and offer evidence for Compass or in Foundation Stage towards the Foundation Stage Profile.