

Assessment Policy



Chaloner Primary School

Date Policy Approved	November 2019
Review frequency	Every three years
Next review date	On or before November 2022
Approving body	Curriculum and Progress Committee

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning
- Provide clear guidelines for assessment procedures
- Make transparent the practices for monitoring and evaluating assessment
- Define clear responsibilities in relation to assessment

Principles

We encourage our children to be creative, imaginative and independent learners who develop a lifetime love of learning. We believe that by adopting a formative approach to assessment we can improve both children's motivation and capacity to learn. We believe that teacher assessment, based on a wide range of good quality learning experiences, is a better way to track progress than administering lots of tests. Consequently the strategies detailed within this policy, can have a considerable impact on raising achievement.

The key purpose of assessment is to provide a clear picture of what each child can do and identify their next steps in learning. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood in order to plan effectively for future lessons. Quality marking and feedback on a regular basis, to all children is the most effective way of challenging and supporting children to make progress in line with National expectations. Marking and feedback is child and not teacher led. At Chaloner Primary School we encourage verbal marking and feedback for children whilst they are completing a task so they can make the improvements immediately. This also helps with Teacher Workload.

Aims

- To enable all children to demonstrate what they know, understand and can do in their work.
- To support all children in understanding what they need to do next in order to progress their learning.
- To develop every child's ownership of their learning.
- To ensure teachers' planning accurately and effectively to reflect the needs and capabilities of each child.
- To ensure that children who are not making expected progress are effectively identified for receiving appropriate intervention.
- To provide information for parents that enables them to be fully informed about their child's learning and progress.
- To provide the Headteacher and Governors with clear and concise information that allows them to make judgements about the effectiveness of the school and be able to benchmark it against local and national standards.
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.

In order to achieve these aims we:

- provide quality CPD so teachers have the knowledge, skills and understanding necessary to follow this policy successfully.
- have a school curriculum that equips pupils with appropriate knowledge and understanding.
- address gaps in children's learning, before moving them on to more challenging concepts.
- use moderation to identify each learner's achievement to ensure that each child is making good progress.
- raise standards and expectations of all staff, all pupils (including those with SEN), and all parents.
- keep workload and record keeping to the minimum necessary for outstanding practice.
- provide detailed reporting to parents to ensure that they can in turn provide focused support for their children.
- ensure data is collected, collated and analysed to highlight strengths and areas for development.
- provide detailed data reporting to governors so they are better informed.
- ensure an inspirational learning environment for our children, where effort and positive attitudes are celebrated.

Chaloner Primary School's Assessment System

Nursery

Baseline assessments are carried out on entry to Nursery based on Development Matters objectives. Attainment and progress is measured through observations of child initiated learning, small group work and 1-1 teacher initiated tasks to challenge the child's understanding.

Reception

Baseline assessments are carried out for all children in September against statements from the prime and specific areas of the EYFS curriculum. These are then used to make end year predictions. End year assessments judgements are made using the early years foundation stage profile where children will be judged as either emerging, expected or exceeding.

KS1 and KS2

We have produced end of year expectation statements taken from the National Curriculum 2014 for reading, writing and maths. These statements consist of knowledge and skills children require in each year group to reach and exceed age related expectations.

We attribute an attainment judgement at the end of the year based on independent application of these statements in the child books and teacher expertise about what they child can and cannot do independently.

Formative assessment is at the heart of both systems and to ensure accuracy we implement regular internal and external moderation of standards. We also hold termly Pupil Progress Meetings to verify the standards attained by children in each class.

Formative Assessment

Formative assessment is an integral part of all teaching and learning. Teachers use a variety of strategies innately which constantly informs them of children's understand and possibly misconceptions both during and after the lesson. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Teachers build a clear profile of learners' achievement across the curriculum supporting the end of year judgements for their year group. Some of the many

formative strategies teachers will use are; skilled questioning to gauge prior learning and understanding, challenge understanding and extend learning; written or verbal feedback so the child understands what they have done well and what they need to improve; peer to peer and self-assessment by children of their own learning; observations of learning behaviours and preferred styles and pre/post-assessment tasks. All strategies are used to inform assessment judgements, future planning and possible intervention needs.

Children are also encouraged to measure their knowledge and understanding against learning objectives and wider outcomes themselves and to identify where they need to target their efforts to improve. On-going assessment grids are placed in the front of children's books providing regular opportunities for children to reflect on their own learning. Children are encouraged to comment on their learning and set their own targets during 1-1 mentoring meetings held with their class teacher once a term, three times a year. Children are encouraged to make improvements before moving onto the next learning. Peer marking is also used so children can support each other in identifying success and learning needs. Children are involved in evaluating teaching and planning future lessons informed by their own progress and learning needs.

Standardisation of Assessment

At Chaloner, we acknowledge the importance in the accuracy of all assessment to ensure both good progression of knowledge and skills and high attainment for end of key stage statutory assessments. Throughout the year the senior and middle leadership teams regularly moderate all assessment judgements through:

- Year group moderation meetings.
- Cross year group moderation meetings.
- Whole school moderation meetings.
- External moderation meetings
- Termly appraisal meetings.
- Termly pupil progress meetings.
- Regular book and marking moderations.
- Discussion with pupils
- Lesson observations
- Moderation of children's mentoring targets and parent reports.

Summative Assessment

It is important to evaluate pupils' learning and progress at the end of a period of teaching to share with parents, Governors and for external accountability. We SIMs to more accurately calculate end of year attainment for pupils and measure progress for individuals and groups against their previous end of key stage benchmark. We also use it to measure in year progress for all cohorts.

National Standardised Assessments

Nationally standardised assessment provides information on how pupils are performing in comparison to pupils nationally. They help teachers understand national expectations and assess their own performance in the broader national context. They enable school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Our curriculum equips children with the necessary knowledge and skills they need whilst our assessment system ensures individual progress to meeting their expected standard.

These assessments consist of:

- Tests in reading, writing, maths and science in Y2.
- Tests in reading, writing, maths and science in Y6.
- Phonics screening test in Y1.
- EYFS profile in reception.

Parents

Parents receive a written report each term detailing the progress their child is making in relation to age related expectations and their own child's expected attainment. This report includes next step targets so they are well informed about how they can help at home. An opportunity to meet the teacher is also made to discuss children's attainment and progress. Parents are welcome to arrange a meeting to discuss their child's progress with class teachers or members of the SLT at other times through the year.

Ensuring a fully inclusive approach to assessment

The principles of assessment without levels apply to all pupils and our school approach allows for adaptations to ensure assessments are appropriate for pupils with SEN and disabilities. Assessment is inclusive of all abilities therefore all summative assessments are carried out in consultation with the SENDCo. Assessments may be adapted for some pupils with SEN and disabilities, for example by using visual stimuli or alternative means of communication. We use assessments for the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. We support all aspects of progress including communication, social skills, physical development, resilience and independence. In relation to the National Curriculum, we personalise the expectations based on the needs of the child to enable an inclusive approach. We have high expectations for all our pupils including those with SEN and disabilities.