



Glen Park Primary School

Assessment Policy

October 2015

Rationale

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Glen Park Primary
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practice
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

Glen Park Primary recognises guidance for Assessment Without Levels set out by 'The Commission' 2015. There are three main forms of assessment at our school:

- Day-to-day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

Principles of Day-to-day in-school Formative Assessment

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. (Assessment Reform Group).

At Glen Park Primary we recognise the purposes of day-to-day in-school formative assessment being:

For pupils:

- To help all pupils to demonstrate what they know, understand and are able to do related to shared learning objectives
- To help pupils to measure their knowledge and understanding against learning objectives and what they need to do next
- To provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

For teachers:

- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To enable teachers to plan more effectively
- To provide us with information to evaluate our work, and set appropriate targets at Whole- School, class and individual pupil levels
- To involve both teacher and pupils reviewing and reflecting upon assessment information

For parents:

- To enable parents to be involved in their child’s progress
- To be informed by the school of the objectives their child is working towards achieving

Principles of in-school Summative Assessment

- To enable the school to track the pupils’ progress across the year
- To enable the parents to track their child’s progress across the year
- To give detailed information on previous understanding, attitude and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child has achieved and contribute to their progress
- To enable the school to demonstrate progress, attainment and wider outcomes

Principles of Nationally Standardised Summative Assessment

- To enable the government to monitor schools’ pupils’ attainment and progress
- To enable parents to compare schools in an area
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable schools with similar contexts to compare outcomes

Roles and Responsibilities

Teachers and teaching assistants are responsible for carrying out in-school summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.

The outcomes of in-school summative assessments which assess each pupil's attainment as either 'emerging', 'developing' or 'secure' against age relevant criterion are reported three times a year on School Pupil Tracker. These outcomes will be shared with parents through a password protected link to the website, parent consultation meetings and in each pupil's annual report.

The School Leadership Team will ensure that:

- Each class teacher uses School Pupil Tracker curriculum map for ongoing assessment of individual pupil attainment against objectives within the national curriculum for reading, writing, maths and science.
- School Pupil Tracker is used to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- In-school summative assessment tasks are carried out and that the resultant data is collated in Pupil Tracker.
- All staff are familiar with current assessment policy and practice.
- Standards are monitored in core and foundation subjects.
- Pupil progress and attainment is analysed, including individual pupils and specific pupil groups.
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified
- Key actions to address underachievement of individuals and groups are prioritised.
- They report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Teachers are held to account for the progress of individual pupils in their class.

Subject Leaders will ensure that:

- All staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Standards in their subject are monitored according to assessment criteria set out in the National Curriculum.

Teaching staff will ensure that:

- The school's assessment policy is being fully implemented, including the implementation of agreed summative tests at fixed points in the year.
- They carry out in-school summative and formative assessments (See Appendix 1)
- Individual pupil progress against NC2014 objectives is measured over the year through the use of the SPT detailed tracking tool. Information will be used to set next step targets.
- Ongoing formative assessment outcomes are used to identify key gaps in learning to be addressed through planning.
- Summative assessments of children's attainment are reported at three fixed points over the year (end of terms 2, 4 and 6)

Monitoring, Moderation and Evaluation

The School Leadership team will take overall responsibility for ensuring that the Assessment Policy is put into practice across the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated every three years by the LA; Year 6 writing assessment will be moderated three times a year in conjunction with our partner Primary and Secondary schools in the local cluster and with the LA in line with their moderation cycle. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

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Assessment Policy – Appendix 1

In-school Summative Assessment and National Summative Assessment

What is it?

This is a snapshot testing which establishes what a child CAN do at a given time carried out and assessed within the school.

Strategy	Purpose
<p>Statutory Baseline Assessments: Early Excellence baseline teacher assessments made at the beginning of entry to Foundation using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage</p>	<p>To establish pupils' abilities at the beginning of the Foundation Stage, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Foundation are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage</p> <p>At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.</p>
<p>In-school Non-Statutory Tests: Commercially Produced Tests (e.g. RWI Spelling tests, Abacus Evolve, Rising Star Reading & Grammar): Externally produced tests, purchased by schools, to be voluntarily administered.</p> <p>End of unit PTSA science tests.</p>	<p>To provide an opportunity for Glen Park Primary to keep track of pupils' progress and teachers' expectations, and to enable the school to monitor progress through summative means at three different points in the year. The results of these are collated and support judgements entered on School Pupil Tracker.</p> <p>It provides information to teachers, school leadership, parents and the next year's teaching team.</p> <p>To enable the school to prioritise areas for improvement and direct resources appropriately. Enables moderation opportunity</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far. To feed into future planning to support key skills.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the performance descriptors to make their professional judgements.</p>	<p>To provide information to parents and next phases of education.</p> <p>For government to ensure schools are meeting expectations and pupils are making expected progress.</p>

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Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<p>Sharing learning objectives with pupils: Through the regular use of toolkits and writing ladders, pupils know and understand the learning objective for every task.</p>	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective. Encourages all pupils to believe they can succeed.
<p>Marking & Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
<p>Questioning: Rich question and answer sessions used throughout the lesson and carefully planned question stems used (linked to Blooms taxonomy).</p>	Assesses knowledge, understanding and skills and identifies gaps or misconceptions. Ensures inclusion across all abilities.
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.