



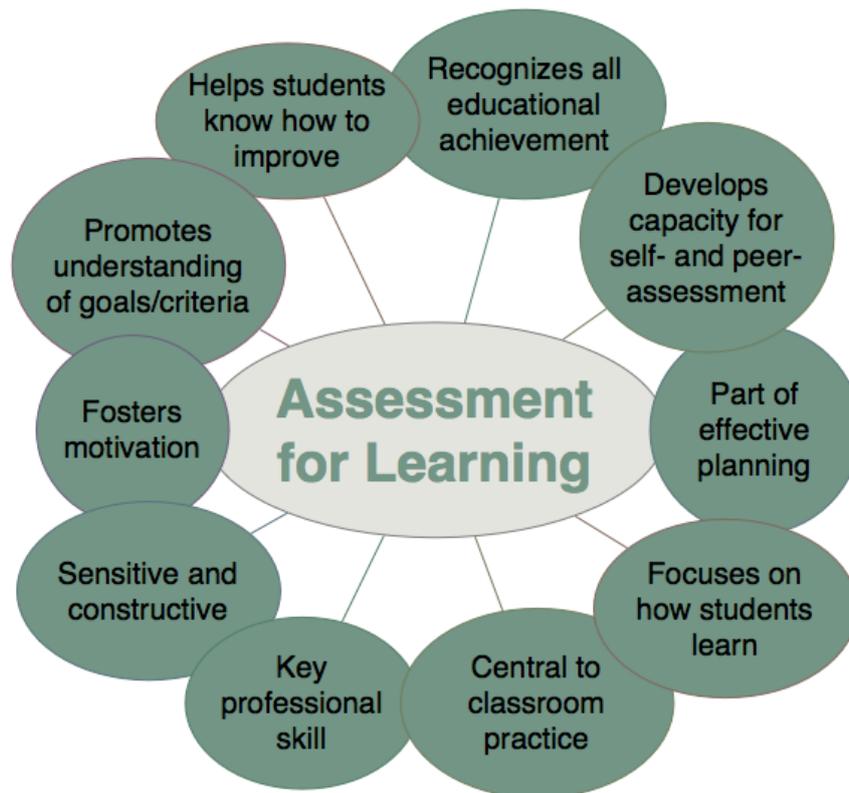
MONTGOMERIE PRIMARY SCHOOL ASSESSMENT POLICY

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 at parent consultation evenings and with a full written report at the end of the Spring Term 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 strength and weakness 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.



Purpose of assessment at Montgomerie

The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the head teacher and senior leadership team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis.

SLT

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To lead pupil progress meetings where appropriate.

Key Stage Leaders

- To lead pupil progress meetings where appropriate
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives, especially Key Performance Indicators, to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto ongoing assessment grids.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that One Plans and EHC plans are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

Principles

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To give children time to read and respond to the feedback they have been given.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

Process



Ongoing 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 endeavour to achieve this by:-

- Informing pupils of the learning objectives (WALTs-*We are learning today*) and success criteria
- Questioning throughout the lesson in order to judge pupil understanding

- Observations – often aided by Teaching Assistants either focussed 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 lessons and 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 ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning

Half-termly Assessments

Assessments of pupils' levels are carried out on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings. (See attached whole school assessment timetable.)

Data Analysis

The head teacher utilises the class teacher reports and the assessment data on target tracker to carry out an analysis of the data each half term. This information is utilised to inform the :-

- Pupil Progress meeting discussions,
- School Self Evaluation,
- Termly Raising Attainment Plan (RAP),
- Termly headteacher report to Governors,
- Termly data report to the Chair and Vice Chair of Governors
- School Development Plan

The head teacher adds to the class-teacher report and generates a half-termly whole school data report

Pupil Progress Meetings

These are held on a half-termly basis and are attended by the class teacher and a senior leader as follows:-

- Reception- Head teacher and Assessment coordinator
- Year 1 – head teacher and Deputy Head
- Year 2- Head teacher and Deputy Head
- Year 3 – Head teacher and Assessment coordinator
- Year 4 – Head teacher and Assessment coordinator
- Year 5 – Head teacher and Assessment coordinator
- Year 6 – Head teacher and Deputy Head

Prior to the meeting the headteacher meets with the relevant senior leader to go through the data report and to discuss areas to focus on within the meeting.

The focus of the pupil progress meetings is:-

- To discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the head teacher.

- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.
- To measure progress towards a teacher's pupil progress target on their Performance Management Cycle

End of Year Assessments

A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science and an end of year attainment report is produced from Target Tracker for parents to indicate how well each pupil is attaining compared to the age related expectations

Each child is also assessed in the Foundation Stage subjects at the end of each year against age related expectations and this is entered into target tracker.

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 2
- Year 6

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.*)

Recording

Steps assessment grids are used to record on going data by Class teachers. Assessment data is then recorded centrally on the EYFS Tapestry and Primary Target Tracker systems.

Assessment Moderation

Staff meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices. Assessment moderation is also carried out at Multi Academy Trust moderation meetings ensuring consistency and against the standards materials.

Monitoring and evaluation

The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the spring 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 in relation to their past achievements and to national standards.
- 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.

An open afternoon is held at the end of the year to enable parents to see their child's work and discuss this with the class teacher. In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (Between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve. Transition meetings are held between class teachers within the school and with secondary schools at the end of Year 6. When children move schools, 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 educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

Appendix

Montgomerie Primary School Assessment Timetable

Mathematics

- Ongoing teacher assessment throughout the year. (Recorded on spreadsheet)
- Rising Stars (Number) Progress Test every half term.
- Summative LCP test in the Summer Term.

Writing

- Ongoing teacher assessment throughout the year. (Recorded on spreadsheet)
- One assessed piece of work per half term assessed using the Steps targets.
- LCP summative test in Summer term.

Spelling

- Schonell spelling Test baseline at the start of the Autumn term and in February.
- Scarecrow dictation test in September and February.

Reading

- Ongoing teacher assessment throughout the year. (Recorded on spreadsheet)
- Salford reading and comprehension tests to be carried out at the start of each academic year to form a baseline assessment and also in February. This test will also be used throughout the year to measure progress for target children.
- Rising Stars Reading Comprehension Test every half term.
- Summative LCP test in the Summer Term.

Foundation Subjects

- Ongoing teacher assessment throughout the year. (Recorded on spreadsheets) and reported once per year.

Science

- Ongoing teacher assessment throughout the year. (Recorded on spreadsheets)
- Rising Stars assessment at the end of each unit of work

Pupil Progress Meetings

- First half term SEN pupil progress meetings with Class teacher and SENCO
- Second half term pupil progress meetings with Head and Deputy – EYFS, Years 1 and 2, Head and YH Years 3, 4, 5 and 5

EYFS

- NFER Entry Level assessment within the first 3 weeks of Autumn term
- BPVSI assessment for SLCN within first 3 weeks of Autumn Term
- October Entry Level Assessment data sent to ECC
- Target Tracker data updated once per month
- Ongoing teacher assessment(Tapestry)

Year 1

- Baseline Phonics Screening Test in January
- Phonics Screening Test in June

Years 2 and 6

- SAT's in May

Multi Academy Trust

Termly writing moderation amongst all Robus MAT schools.

Policy date: July 2015

Review date: July 2017