



PURPOSE OF ASSESSMENT

At Delph Side, we believe that assessment should be used to support and develop learning, not just to monitor how well a child has done.

There are two types of assessment, formative and summative, each serves a different and distinct purpose and each has its place:

Summative Assessment (Assessment **of** Learning) is generally testing which is carried out in order to make judgements about pupils' performance at a moment in time, often in relation to national standards.

Formative Assessment (Assessment **for** Learning) describes processes of teaching and learning, and happens all the time in the classroom. It involves both the teacher and the pupil in a process of continual reflection and review about progress. Research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

ASSESSMENTS

The following summative assessments are carried out in Delph Side school:

Age Group	When	Summative Assessment
Nursery	Start and end of nursery	On-entry and final assessment on EYFS Outcomes grids Wellcomm – Speech and language
Reception	September, June	On-entry and final assessment using a baseline teacher assessment. Wellcomm – Speech and language On-entry and final assessment on EYFS Outcomes grids
Year 1	June Termly	Phonics Assessment Test Teacher Assessment, informed by ongoing assessments
Year 2	June June Termly	KS1 SATs Phonics Assessment Retest Teacher Assessment, informed by standardised tests and ongoing assessments using age related expectations Use of Interim Framework statements
Year 3	Termly	Teacher Assessment, informed by standardised tests and ongoing assessments using age related expectations
Year 4	Termly	Teacher Assessment, informed by standardised tests and ongoing assessments using age related expectations
Year 5	Termly	Teacher Assessment, informed by standardised tests and ongoing assessments using age related expectations
Year 6	May	KS2 SATs Teacher Assessment, informed by standardised tests and



	Termly	ongoing assessments using age related expectations
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Information from all assessments is analysed and used to inform target setting and future planning. Termly assessment updates form part of pupil progress meetings.

As part of our assessment process, moderation will take place regularly both internally and alongside colleagues from the SHARES cluster of schools.

Pupil Tracking

- Pupil progress is tracked termly, recorded on in-year trackers, and discussed at pupil progress meetings. Underachieving pupils or groups of pupils are noted and plans put in place to support these pupils on class/subject provision maps. Pupils may also be referred to the SENCO or Learning Mentor.
- Teacher assessments are recorded on Otrack. These results inform the reading, writing and maths targets.
- Otrack is also able to indicate pupils causing concern, pupils with special needs and other contextual information which is useful for the teacher to take into account.
- The school' SENCo monitors progress of SEN pupils and manages intervention for them.

Moderation

At Delph Side, we recognise the need for consistency in assessment as it provides a clear and accurate picture of where a child is in order for them to progress further. Moderation is key to ensure accuracy.

Moderation meetings will take place termly with Trinity Primary School with a particular focus (ie Reading, Writing, Maths). Staff will work in teams and use the Lancashire KLIPs to assess work in line with the schools determination of the banding of Emerging, Developing and Secure within age related criteria.

Senior leaders and middle leaders will periodically check levels as part of ongoing monitoring procedures.

FORMATIVE ASSESSMENT – Assessment for Learning

Assessment for Learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning.

To ensure effective formative assessment we:

- Have clear focused learning objectives on medium and short term plans. Assessment notes on significant under or over achievement on the short term plans inform future planning.
- Share learning objectives with the children, both orally and/or by writing them up in the classroom in child friendly language. We then explain what we want to see i.e. the success criteria for achieving those learning objectives.
- Provide clear feedback during and after lessons, which primarily focuses on the learning objective rather than other features of pupils' work. The school marking policy indicates how we use marking to provide constructive feedback to every child, focusing on success and improvement needs against learning objectives and success



criteria. This enables children to become reflective learners, helping them recognise their next steps and how to take them.

- Support pupils in self-evaluation, especially during the plenary, when they reflect on their learning during the lesson.
- Set regular targets in reading, writing and maths. These should be referred to frequently in lessons, discussed with pupils, and progress towards them monitored.
- Use a variety of questioning techniques to involve all pupils in learning activities, such as the use of open rather than closed questions, 'wait-time' after asking a question, talk partners, the use of individual white boards etc.

FOUNDATION STAGE ASSESSMENTS

Teacher observations and assessment are used as a baseline when a child enters our Reception class.

In the Foundation Stage we make regular on-going assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations of the children accessing the learning areas in the classroom independently or completing activities/challenges that have been set up by the teacher.

Assessment in Nursery and Reception is ongoing and informs planning and learning opportunities that are provided. At Delph Side, we record all the children's observations on Ipods using an EYFS assessment app. All members of staff in the unit are trained in using this program. Reception and Nursery children, will each have a virtual learning journey. In addition Nursery children will each have a learning journey where observations are filed, alongside other evidence of children's work, e.g paintings, child initiated writing.

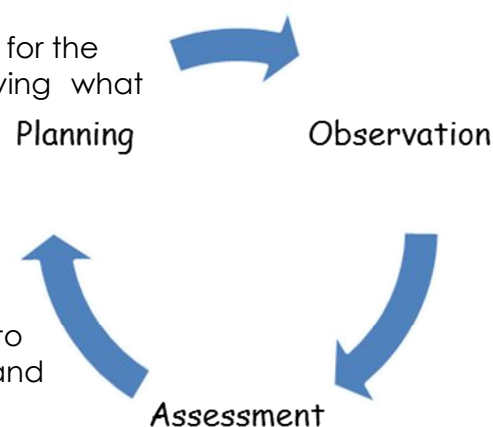
On-going formative assessment is an integral part of the EYFS requiring the use of a variety of techniques. We will use the EYFS Outcomes as guidance.

- We will observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.
(Observation)

- We will consider the examples under typical behaviour for the different age bands in the EYFS outcomes, observing what children 'can do' to help identify where the child may be in their own developmental pathway.
(Assessment)

- We will consider ways to support the child to strengthen and deepen their current learning and development and identify possible areas in which to challenge and extend the child's current learning and development
(Planning)

- This will continue in a cycle. (See box)
- During the year, information is collated, organised and analysed to inform the provision.



Assessment Policy



Children's progress will be recorded and tracked throughout the EYFS identifying which age band they are working within in all areas of learning, using the EYFS outcomes, and whether children are beginning, developing or secure. It will be recorded on entry and also in December, March and July. An electronic tracking system, O Track, is used to enter data, which allows the EYFS leader to print out reports to monitor progress and achievement. Cohort assessment data is kept by The Early Years Leader as well as the Headteacher. Regular moderation sessions are held with Nursery and Reception staff to ensure accurate judgements of children's abilities and next steps.

Parents and/or carers will be kept up-to-date with their child's progress and development through informal discussions on a needs basis, parents evenings in October and March and an end of year written report. We will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

" Each child's development must be assessed against the early learning goals .Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile'

Statutory Framework

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information. It is a statutory requirement to collect, collate and submit assessment data to the LEA at the end of the in the Foundation Stage.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

TRANSITION:

Transition meetings will occur between current class teachers and new class teachers. A number of records will be passed over providing both academic and pastoral information to ensure smooth transition and that pupils continue to make progress. These records include:

- Pupil trackers for Reading, Writing and Maths – via OTrack
- Reports (electronically) – copies of latest end-of-year reports to parents
- READING - Reading Record File and book banding assessments
- SEN File, including current IEP and monitoring sheets
- Behaviour Book

In addition, during pupil progress meetings in July, both teachers will look at current academic performance and moderate where the pupils are so that there is a consensus of where a pupil is academically. This will be supported by Senior Leaders where appropriate.



Class transition days will be timetabled in the summer term. Pupils will get the opportunity to meet their new teacher but most importantly, teachers will be able to begin to formatively assess their class through the activities they provide. Where possible, new class teachers being recruited from a different school will attend.

For Y6 pupils leaving Delph Side, transition meetings will be held with the relevant High Schools. Information on current assessment will be provided to the new schools of pupils who leave prior to Y6. It is an expectation that other schools will provide information on current assessment from other schools if a pupil is new to Delph Side.

REPORTING

- We hold Parents' Evenings during the autumn and spring terms, giving parents an opportunity to discuss their children's progress. Targets and achievements are shared with parents.
- Parents receive written reports at the end of the year and can request an appointment to discuss the report with the teacher.

TRANSFER RECORDS

Pupils other than those transferring to High School at the end of Year 6:

The headteacher will ensure the following records are sent to the receiving school:

- Common Transfer Form (CTF) – electronically
- Latest assessment results
- Attendance Record (SIMS record)
- Most recent Report to Parents
- SEN information, IEPs etc.
- Behaviour records
- Child Protection or Welfare records

Year 6 pupils transferring to High School:

- End of Key Stage 2 transfer forms containing national test results (statutory).
- SEN or A&T records
- PSED, Behaviour, Welfare and Child Protection information

The Year 6 teacher(s) also discusses each pupil with the Year 7 co-ordinator from each receiving high school.

Pupils transferring to Delph Side:

- The school's admin officer will contact the pupil's previous school, asking them to forward the CTF and school records.

This policy will be reviewed by governors annually.

Reviewed: Summer 2017

To be reviewed : Summer 2019