

Frithwood Primary School

Assessment Policy

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FRITHWOOD PRIMARY SCHOOL

ASSESSMENT POLICY

RATIONALE

Assessment plays a vital role at Frithwood. Assessment for learning and key summative assessment enables us to fully meet the needs of our pupils and plan effective and creative teaching and learning.

AIMS

- Meet the needs of all pupils and recognise achievement.
- Monitor the progress of pupils and support learning (AfL).
- Analyse the performance of different groups within the school and each class.
- Help close the gap between individuals and groups.
- Inform the planning process (in the short, medium and long term).
- Inform SEND and intervention provision in school.
- Keep children and parents informed about curriculum progress.
- Provide information to ensure continuity when pupils change year group/Key Stage.
- Identify curriculum strengths and development areas.

KEY ASSESSMENTS

A range of key assessments are carried out at set times during the academic year. These are set out in Appendix 1: 'Annual Key Assessment at Frithwood'

These assessments cover:

- Class actions in light of end of year data analysis.
- End of Key Stage SATs in Year 2 and Year 6.
- Phonics Screening in Y1.
- Standardised tests in reading and maths at the end of each term (PIRA/PUMA).
- RWI assessments each half term.
- Baseline Assessment at the beginning of YR.
- EYFS profile assessments at the end of YR.
- Language Link assessment in YR.
- On-Entry Profile assessments in Nursery.
- Mock SATs
- Levelled writing every half-term.
- Target setting for pupils (including PLPs – Personal Learning Plan).
- Pupil progress reviews.
- Pupil progress meetings.
- New children are assessed on entry if appropriate.

ASSESSMENT FOR LEARNING at Frithwood involves:

- Effective planning for learning for all children (including the adaptation and evaluation of plans).
- Discussing the learning objective with pupils (displayed on IWB and written in books).
- Providing oral feedback and feed-forward marking linked to the learning objective (in order to help the pupil to identify how to improve).
- Pupils making their own self-assessments during and at the end of the lesson (including peer assessments).
- Effective use of AfL techniques to assess progress.
- Pupils given time to respond to marking and feedback.
- Teachers and pupils reflecting on performance and progress during and at the end of the lesson and a review at the start of the next lesson.

- Setting appropriate and challenging targets for improvement, which are shared with pupils and celebrated through classroom displays.
- Keeping appropriate records.
- Teaching assistants making effective evaluations for the children they work with (these are used to inform future planning).

TARGET SETTING

- Teachers set Maths targets (including times tables) and Writing targets for all children. These are evaluated by teachers and can be discussed with parents at Open Evenings.
- Teachers set predictions for their class for Reading, Writing and Maths in October. These are based on whether they are working towards, meeting or exceeding the year group objectives. These take into account previous assessments and are amended during the year in light of new assessments and pupil progress.
- Pupil progress meetings with the head teachers take place each term to monitor and review the above predictions.
- PLPs are written and reviewed on a termly basis.
- Intervention programmes have key objectives/targets and these are evaluated on an ongoing basis and at the end of each programme.
- For EAL pupils, progress in reading, writing and speaking & listening is evaluated, recorded and used to set target areas.

EYFS

- On-Entry Profiles (OEP) - Individual assessment completed in the first 6 weeks of a child starting nursery. Focus is on Personal, Social, Emotional Development, Communication & Language and Physical Development.
- Baseline Assessment completed within the first 6 weeks of starting YR.
- EYFS Profile - Individual assessment for each child. Started at the beginning of Nursery and continued to until the end of Reception. Profiles are fed by information from on the spot observations, targeted child observations, photographic evidence during independent play, assessments made during focused teaching tasks and information from parents.
- Reception pupils complete an assessed writing piece every half term from Spring 1.

MATHS (in addition to Key Assessments)

- Pupils are assessed against year group key objectives and these outcomes are recorded by class teachers on the class tracker.
- Regular mental maths, arithmetic and times-table assessments from Y1.
- Teacher assessment will be annotated on weekly Maths planning.

ENGLISH (in addition to Key Assessments)

- Pupils on the Reading Scheme have individual reading records and reading level recorded by class teacher. Teachers assess pupils' reading progress during guided sessions and outcomes recorded on class trackers.
- Formal assessment is carried out at the end of each half term for children that are on the reading scheme, using a Running Record.
- Pupils' writing is assessed against key objectives on the class trackers.
- RWI assessments are carried out at the end of every half term and RWI tracking sheets completed.
- Spelling tests weekly from Y2.

CURRICULUM SUBJECTS

- Science assessment is carried out through end-of-unit tests and/or topic review session. Pupils are assessed against key objectives and outcomes recorded on the class tracker.

- Geography and History are assessed through a designated task as part of the termly topic (2 for Geography, 2 for History per year).
- Monitoring of standards and curriculum coverage in other subjects is completed by the Subject Leaders at regular opportunities.
- KWL grids are used at the start and end of topics in Key Stage 2 and in RE across the school.

COMPUTING

- Different aspects of the computing curriculum are assessed through the Purple Mash Assessment Tool

REPORTING TO PARENTS

- There are 3 parent evenings each academic year. Relevant issues are recorded on the school's parent evening pro-forma.
- An interim report is provided for parents at the February parent evening (detailing overall effort, attainment, behaviour, attendance, punctuality).
- A full report is provided for parents near the end of the summer term (and before the final parent evening).
- Year 2 and Year 6 parents are provided with a separate report giving the pupil's teacher assessment and national test results.
- Y1 parents receive Phonic Screening results.
- At the end of Reception, EYFS Profile results are given to parents.

EQUAL OPPORTUNITIES

Our assessment procedures are fully inclusive and make provision for the following groups of children:

- Pupil Premium children.
- Boys and girls.
- SEND children.
- More able children.
- EAL children.
- Children from different ethnic groups.
- Newly arrived children.
- Vulnerable children.

DISABILITY EQUALITY

Frithwood Primary School is keen to take a proactive approach towards disability equality, ensuring that consideration of its disabled members is embedded in all decision-making and activities.

ROLE OF ASSESSMENT LEADER

- Collect, collate and be involved in the analysis of school summative data.
- Provide and arrange INSET for all staff on school assessment procedures.
- Lead school development in assessment, recording and reporting.
- Liaise with subject leaders and phase leaders within the school.
- Ensure all assessment procedures are followed effectively.
- Attend Local Authority Assessment Network meetings.
- Stay up to date with assessment guidance at National and Local Authority levels.