

Slaithwaite CE J & I School



Assessment Policy

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The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Our Approach to Assessment

At Slaithwaite C of E Primary School, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book looks to assess progress over a given period of time
- End of term progress assessments, including tests
- SEN Support Plan reviews of progress towards targets

- Half-termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Diagnostic assessment may take place to work back and identify causes of lack of progress with particular groups or individual children.

Evaluative assessment takes place to analyse how effective planning, teaching and learning have been.

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

Examples of summative assessment are:

- End of unit assessments, e.g. in Science
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Unaided pieces of writing
- Annual reviews for children with an Education and health care plan (EHCP) or Statement of Special Educational Needs and Disability (SEND)
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

The assessment policy has been created in consultation with staff. The Deputy Head is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum sub-committee.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. progress made and how secure children are achieving depth of learning across the curriculum - within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. Where available, the school takes part in local authority moderation and works with other local schools to moderate in more depth.

How assessment outcomes are collected and used

In September 2015, a new assessment tracking system was introduced, replacing previously used levels. As before, and as outlined above, assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children.

All pupils from Year 1 to Year 6 have an individual profile for each area, in Reading, Writing, Maths, Science and Foundation subjects. Each term teachers use the profiles to plan and deliver quality teaching to ensure children make good progress and achieve their targets. The targets are set from the pupil profiles and in KS2 children discuss with their teachers their next steps in learning. Each term teachers input data into Integris which calculates the progress of individual children termly. The SLT analyse the data termly and identify children who may not have made as much progress as expected and are highlighted as children who may need 'Quality first teaching' to enable them to make the best progress.

Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to Special Educational Needs and Disability Co-ordinator (SENDCO) or Speech and Language Therapy. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

To reduce teacher workload, numerical data is entered only at the end of each term. The SLT analyses data summaries to check progress of each class/ year group against targets set and to check how vulnerable groups are performing.

Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Information is shared and discussed at key stage meetings and staff meetings where staff are updated on children's progress.

Reporting to Parents/ Carers

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Parents' Evenings and through end of year reports in the Summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, Personal Education Plan (PEP) reviews and Annual Reviews for children with Statements of SEN or EHCPs.

In September 2016, the Early Years Foundation Stage (EYFS) teacher assessed children using the EExBA Baseline assessment for the first time.

Phonics screening results, KS1 results and Writing and Science at KS2 will continue to be reported to the government. KS2 Reading, Maths and GPS will follow the new assessment guidelines from the National Curriculum Authority (NCA).

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking Policy.

Target Setting

Targets are set for individual pupils across the school. These are for English Maths and Science, but may also relate to other areas, such as behaviour, attitude and independence.

Targets need to be:

- Specific
- Measurable
- Achievable
- Realistic
- Time related
- Evaluated
- Reviewed

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs. Targets are set and reviewed each half term.

Assessment of Foundation Subjects

There will be three levels of expectation for achievement in the foundation subjects. Teachers will establish these at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. Pupils will be recorded as: working towards expected, at expected or working within a greater depth, working at a greater depth. These reports will be given to the subject leader and also kept in the class assessment file.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and whole staff meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of

making assessment meaningful; all of the above forms part of the School Improvement Plan.

Roles and Responsibilities

Assessment Leader

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Assist Headteacher with setting challenging whole school targets

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the Local Authority (LA)
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress

Senior Management Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons

- Interrogate analysis of data

SENDCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes

Lead TA

- Co-ordinates Teaching Assistant (TA) interventions
- Monitors effectiveness of interventions
- Meets regularly with TA's to ensure the smooth running of interventions

Moderation of policy

The Headteacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, lesson observations and work scrutiny to monitor the implementation of this policy.

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