

Portobello Primary School

Assessment Policy



Creating Confidence, Empowering Excellence, Igniting Independence

2017

Portobello Primary Assessment Policy

Rationale

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Portobello, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress. Weekly arithmetic and punctuation, grammar and spelling tests are taken by Key Stage 2 pupils. It is imperative that information from the tests is used by class teachers to personalise learning. Children should see their scores increase and know that questions they answer incorrectly are opportunities to learn.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three

times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups for 2017-18 are identified in our School Improvement plan.

Roles and Responsibilities

- *Governing Body*: Monitor whole school attainment and progress data
- *Headteacher*: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- *Key Stage leaders*: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- *Teachers*: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- *Support staff*: Support children with their learning as directed by class teachers and provide feedback on children's learning
- *Parents/Carers*: Support children with home learning

Assessment Criteria

Following the implementation of the new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands,' (Band 1-Band 6) which will be divided as follows: *Below / Below+ / Within / Within+ / Secure /Secure+*

Communication with Parents

Children's attainment and progress will be discussed at Pupil and Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Early Years Assessment

Within 6 weeks of the child starting they will be given a 'baseline' assessment.

On entry to Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Expected Standards for Early Years are:

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of iPads. Data is recorded using Gateshead's model of tracking.

Assessment Cycle

Baseline

- Within 6 weeks of the child's start date

Progress recorded

- Autumn 2
- Spring 2
- Summer 2

Summative data

- Reception to submit ELG data Summer 2

Parents

Parents are included in their child's learning journey via Home-learning opportunities, Notice boards, the school website and Twitter page. Parents are also able to view their child's Learning Journey at any time. We have two formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.