

**This document outlines the practices and procedures that Porthleven understands constitutes good practice in assessment. It should be read in conjunction with the policies for marking and presentation.**



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Porthleven School understands the importance of assessment

- Its links to planning.
- Its importance in presenting information to parents.
- Its links to target setting for pupils.
- Its use in setting targets for cohorts and groups.
- Its importance in identifying attainment and underachievement in specific groups of pupils
- Its use as a tool for school improvement.
- To identify specific learning needs.
- That all assessments should be available to be shared with parents and that all parents have a right to any assessments of their children.

### **Assessment has three main functions.**

#### **Formative assessment**

Formative assessment is an integral part of teaching and learning. It does not contribute to the many final teacher assessment or standard test marks given; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what the next steps in learning are. Effective formative feedback will affect what the student and the teacher does next.

**Formative assessment at Porthleven School encompasses marking, questioning, review meetings, evaluation, target setting and feedback to pupils.**

#### **Summative assessment**

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes over an extended period of time. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement and to

provide data. For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

**Summative assessment at Porthleven School is APP sheets (Assessing Pupil Progress), statutory and non-statutory tests, (NVR, SWIST, GRT, SRT, Phonics screening,)**

### Diagnostic assessment

Like formative assessment, diagnostic assessment is intended to improve the learner’s experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Porthleven School uses a range of standard and non-standards tests to

- Set targets for pupils
- Inform planning
- School improvement.

Below is an outline of the procedures that all staff working in KS1 and 2 use at Porthleven school. They are grouped under the headings target setting Formative and summative assessment however {Porthleven school understand that they do not always sit exclusively under one heading.

## Target setting

Process / document	How often	Purpose	Practice	Recording	Where to be found
Progress trackers	on going	To set targets for pupils in writing , reading, maths and science (see note on SC1)	Targets to be set from these All books to have pages numbered.	Targets met to be indicated with a date and page number where evidence can be found.	On the server in the staff room in Z:\Staffroom\Assessments Pasted into all literacy and numeracy

Science Knowledge tracker.	On going	To track understanding of concepts in SC2,3 and 4.	Use tracker alongside the science group assessment sheets	Sims assessment tracker termly.	Server Z:\Staffroom\Assessments
Review week see below	Weekly timetabled review time		Timetabled Use of purple pen of progress.		

# Formative assessment

## Informing planning on a daily and weekly basis

Process / document	How often	Purpose	Practice	Recording	Where to be found
Marking	Daily	Indicates what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved	See marking policy Wow and now.	In KS2 there is a standardised scheme to annotate written work.	All text books unless the piece is a final draft. This final draft is not expected to be perfect but should be the best work that the pupil is capable of at the time it is completed ready to be 'published'.
APP	½ Termly or more often if staff consider a stage of progress has been passed	To track the attainment of groups of pupils To be shared with parents?	Every ½ term (during review week). 1 piece to be photocopied with the APP sheet and entered into standards file. APP sheet to be stapled to the piece of work in books not exclusively in big write. Must be cold piece	Assessment placed on planning sheet and entered on SIMS against individuals name. (termly) These will be used as a tool for moderation and will be monitored by SMT.	APP sheets on server Z:\Staffroom\Assessments Standards file to be in heads office. Attainment to be recorded on planning
Process / document	How often	Purpose	Practice	Recording	Where to be found

# Summative assessment

Process / document	How often	Purpose	Practice	Recording	Where to be found
Test base	Half termly during review week ( first week after a half term break.)	To assess KS2 maths and achieve a standardised score.	Test to be administered to all pupils under exam conditions with scribes if necessary	Test base scores to be entered on to SIMs assessment manager	To be confirmed. Key machines in school or on server for access by all.
Review week	Every half term	To assess in a range of subjects, complete assessments and share in moderation meetings across key stage.	During the week Maths Testbase, cold piece of writing across a range of genres Other standardised tests	APP, Standards files. Termly completion of  SIMs assessment tracker	Timetabled
SIMs	termly	To track pupil progress over time. To include EYFS, SATS and Termly TA with a target.	Staff enter a TA based on their assessment. This will generate a class average and be used to track individuals , groups and class progress.	Spread sheet	Server, can be exported to excel.

APP	½ Termly or more often if staff consider a stage of progress has been passed	To track the attainment of groups of pupils To be shared with parents?	Every ½ term (during review week).I piece to be photocopied with the APP sheet and entered into standards file. APP sheet to be stapled to the piece of work in books not exclusively in big write. Must be cold piece	Assessment placed on planning sheet and entered on SIMS against individuals name. (termly) These will be used as a tool for moderation and will be monitored by SMT.	APP sheets on server Z:\Staffroom\Assessments Standards file to be in heads office. Attainment to be recorded on planning
NVR/VR	NVR in Y3 VR in Y6	To gauge gap between potential and performance.		SIMS tracker	Server- to be confirmed
SATs	annually	To compare against targets and TA	Administered under test conditions in Y2,3,4,5 and 6	SIMS tracker and nationally	Paper copies in assessment cupboard.
Phonics	Y1 and elements in NGRT. biannually	Assessmetns linked to phases of development.			
SWST	termly	To ascertain a spelling age and standard score. TO identify next stage of spelling and spelling lists.	Administered at the beginning of each term	Placed on SIMS as standard score	Assessment file in heads office.
NGRT ,	biannually	Ascertain a standardised score. Phonics, comprehension Standardised scores	Administered	Standardised excel sheets	Server. And assessment file in heads office
Process / document	How often	Purpose	Practice	Recording	Where to be found

**Information on attainment and achievement can be gathered in a variety of ways and by a range of staff working within school.**

- Through observation by teachers and teaching assistants.
- Through discussion with staff
- Through testing administered by teachers or teaching assistants
- Through diagnostic tests administered by staff including the SENDCO and external partners such as Health practitioners, CAMHS, BSS, Ed Psych.

## **Foundation stage**

Foundation stage will use a series of observations both long and short to inform the pupils individual learning journeys.  
Scores will be entered on to SIMS assessment manager each term.

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