



ANDOVERSFORD PRIMARY SCHOOL

Assessment Policy 2018

Reviewed by FGB in September 2018, signed M. A. Davies 28.09.2018

Aims and Objectives

This policy is intended to ensure consistency across the school in terms of assessment practice. Assessment should enhance learning by

- forming an accurate judgement of attainment
- measuring progress against previous attainment
- identifying success against learning objectives
- diagnosing 'next steps' and errors
- informing planning for future sessions

Planning for Assessment

Class teachers should be clear of the skills that they expect the children to have mastered during a unit of work or mini-topic. Using the curriculum objectives and guidance, the teacher should identify the areas which will be assessed to ensure that, over the year, a broad range of skills, knowledge and understanding give a clear picture of each individual's attainment. In order to plan a unit of work or topic, some assessment or elicitation should take place to identify what knowledge the pupils already have. This elicitation may take several forms and can include verbal discussion.

Methods of Assessment

We recognise that assessing pupils' progress is an ongoing cycle, which can take many forms including:

Informal assessment

- Observation by teacher / support assistant
- Question and answer sessions in class teaching (plenary and initial phase)
- Pupil self and peer marking sessions during a sequence of work
- Presentation by pupil to peers
- Marking and Feedback to pupils (see Marking Policy)
- Discussion of progress with child against set criteria

Formal assessment

- Individual Pupil targets
- Written Test
- Mind map (before and after)
- Pupil interview
- Independent Writing
- Optional / Statutory Tests
- In Year 2 and Year 6 all pupils undergo national testing (SATs). In Year 2 formal tests are used to inform teacher judgements. In year 6 externally marked tests are completed in Reading, Spelling Punctuation and Grammar and in Maths while teacher assessment is used to record achievement in Writing and Science.

At the end of assessment window (in December, February and June), class teachers will provide assessment information to Subject Leaders and the Headteacher:

Reading, Writing and Maths will be assessed using Key Performance Indicators on INSIGHT. This will give a judgement based on the age related expectations (Well Below, Just Below, On Track or Greater Depth).

- **Writing** – Independently produced written work (covering a range of writing styles) should be assessed each year using the INSIGHT objectives grid, which is completed to show the depth to

To be reviewed: June 2018

which a pupil has mastered each objective. Work used for assessments should include independently produced writing, work from Wicked Write tasks or topic sessions, as well as work produced as part of the sequence of learning in writing. The teacher should take into account the level of support offered when the work was completed. Three times over the course of the year, children will undertake a spelling test against their Year Group expectations. Together the information will be used to form the writing judgement.

- **Maths** – children’s progress should be assessed periodically throughout the year using formal tests from White Rose Maths Hub. Along with information gathered from teaching sessions and pupils’ books an overall picture of attainment will be recorded using the INSIGHT objectives grid.
- **Reading** – children’s progress should be assessed periodically throughout the year using comprehension tasks, alongside evidence gathered during taught reading sessions. Progress against reading book bands will be monitored regularly and pupils will have access to appropriate reading materials to support their acquisition of skills. Twice a year pupils complete a reading-age assessment and in the summer term a formal test will be used to provide a standardised score, which help to inform teacher judgements. The information gathered should be used to inform the INSIGHT objectives grid, which will give an overall picture of attainment.
- **Other Subjects** – over the year, the class teacher will plan assessment opportunities to ensure a clear picture of children’s progress is captured for each subject area. To record the progress of pupils, teachers will determine whether a child’s work is in line with Age-Related-Expectations.

Using our Assessments

- To inform planning

Class teachers will use their formal and informal assessments to ascertain whether coverage of a topic has been thorough enough, i.e. that most pupils have met set targets. It identifies areas for consolidation and is useful when reporting to parents. The views of Teaching Assistants should also be sought.

- To monitor

Subject Leaders will use the formal and statutory assessments as a means to monitor the school’s performance in their particular subject with regards to emerging patterns and school improvement targets. Records of this monitoring will be found in the School Self Evaluation file. Moderation of assessments will also be conducted by subject leaders to ensure judgements made about pupil progress are consistent throughout the school.

- To improve standards

The Headteacher will use pupil performance in SAT’s, and any Formal assessments to set targets for school improvement and to benchmark pupil progress towards existing targets. Any formal reports made will be reflected in the School’s Self Evaluation Form (SEF) and discussed by Governors.

- To inform Parents

Teachers will use all forms of assessment to write an annual report to parents, as to their child’s progress in the National Curriculum. The report should set out what has been covered, attained in each subject and areas for improvement will be identified. Furthermore pupil progress should form the basis of discussion at consultation evenings.

Pupils joining the school mid-year

When a pupil joins Andoversford from another setting, a series of assessments are undertaken in order to make a clear judgement about that pupil’s individual starting point. This baseline is used alongside handover information from the pupil’s previous setting to ensure that the correct provision is in place. The assessments undertaken are:

- Reading Age Test
- Spelling Assessment using the most recent paper for the cohort
- Maths Test using most recent White Rose termly assessment for the cohort
- Reading Comprehension Test using the formal paper from the end of the previous year

If the pupil is working below the expected standard for his/her age, it may be necessary to use materials from a previous year group to establish a clear starting point.