

GAYTON PRIMARY SCHOOL



Assessment Policy

Approved by: SLT & Governors

Last Reviewed on: January 2017

Next review due by: January 2020

1. **INTRODUCTION**

- 1.1 Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate to the needs of the children and that learners are making expected progress.
- 1.2 Assessment enables staff to track pupils' progress and identify areas for development.
- 1.3 It provides a framework for setting educational objectives as well as monitoring and communicating children's progress.
- 1.4 Where possible, assessment is carried out in partnership with children.
- 1.5 Assessments of pupils' progress should celebrate success and reduce underachievement

NB This policy should be read in conjunction with the Marking and Feedback policy.

2. **AIMS AND OBJECTIVES**

- 2.1 To gather information about the performance of individual pupils, groups, and cohorts which is used to set specific learning-related targets.
- 2.2 To provide information for planning, teaching and curriculum development, as well as SEN monitoring, interventions and school based Outcome Support Plans.
- 2.3 To ensure that assessment is used to inform curriculum provision.
- 2.4 To allow pupils to demonstrate their understanding and to enable them to appreciate what they need to do next in order to make progress towards, and achieve, their targets.
- 2.5 To inform parents of their children's progress at Parent's Evening meetings in the Autumn and Spring terms and through the Annual Report in July.

3. **METHODS OF ASSESSMENT AND COLLATION OF INFORMATION**

- 3.1 During lessons, pupils are assessed against learning objectives and success criteria, which are short, qualitative descriptions of what a child is expected to learn, know and apply. Criteria are devised from the content of the EYFS Ages and Stages leading to Early Learning Goals (F2) and National Curriculum 2014 (Y1 to 6).
- 3.2 Daily and weekly assessments are recorded both as notes in planning files and more formally, as entries into "tick sheets", where it is clearly indicated whether a child has, hasn't, or is on their way towards achieving understanding of a specific learning objective.
- 3.3 For Y1 to Y6, objectives are highlighted on Target Tracker indicating each child's progress towards achieving the taught objective (not begun: working towards: achieved: mastered). Where necessary, children who are not working at age related expectations will be assessed against the objectives in previous year groups.
- 3.4 Target Tracker is used by staff in Y1 to Y6 to reach an overall judgement for the progress of each child in the core subjects. Overall Steps progress are entered into Target Tracker at the end of each term.
- 3.5 For F2, assessments against Ages and Stages are recorded and shared using Tapestry.
- 3.6 Progress against the content of the curriculum for Foundation subjects (Y1 to 6) is made on a termly basis.
- 3.7 Y6 and Y2 are assessed in the summer term (May) using the statutory SATs.
- 3.8 Y1 to Y6 administer maths and reading tests termly (copies located in Staff Shared Area). Y2 and Y6 do not test in the summer term due to the SATs.
- 3.9 Salford reading tests are administered in the Autumn and Summer term as well as the Sandwell Maths tests for those children who need additional support in maths.

4. USES OF ASSESSMENT

- 4.1 Teachers use daily assessment to plan the next stage in the learning process.
- 4.2 Ongoing analysis by class teachers tracks the progress of individuals within each cohort.
- 4.3 Subject leaders track cohort progress for core curriculum subjects.
- 4.4 SENCO able to track progress of individuals.
- 4.5 Pupil progress meetings are held between teachers and SLT in order to set challenging pupil targets at the beginning of the academic year and to monitor progress and to identify 'next-steps' throughout the year.
- 4.6 Follow-up pupil progress meetings refer to data analysis in order to ensure that Pupil Premium children are making appropriate progress and that all pupils are suitably stretched.
- 4.7 End of year assessments are provided for parents within written reports.
- 4.8 Termly assessments provide a basis for dialogue during Parents' Evenings whereby staff can indicate a child's attainment in relation to the Year group objectives taught to date.
- 4.9 Governors have access to numerical data in order to support and challenge pupil progress within school.

5. ASSESSMENT AND REPORTING CYCLE

- 5.1 Provides staff with information regarding daily/weekly recording systems for assessment.
- 5.2 Provides staff with information regarding deadlines for both formative and summative assessments and the inputting of information onto Target Tracker. It also includes deadlines for OSP reviews and the writing of new OSPs and Monitoring of Needs documents.
- 5.3 Informs staff who the information will be made available to.
- 5.4 Contains information about additional annual assessment/reporting related tasks.
- 5.5 Timetable for Assessment tasks is available in the staff room and is updated annually.

6. ROLES AND RESPONSIBILITIES

- 6.1 The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the Assessment Leader and Senior Leadership Team, and is overseen by the Governing Body.
- 6.2 It is the responsibility of the class teacher to ensure that assessment is carried out effectively and regularly in order to inform planning. Teachers will update the statements on Target Tracker regularly and make overall judgements of Steps progress at the end of each term. Teachers will use this evidence to report back to parents.
- 6.3 The Assessment Leader and Subject leaders have a responsibility for monitoring and moderating assessments and, where appropriate they can source other methods for assessment within their curriculum area; they provide support and guidance to staff.
- 6.4 Governors are responsible for holding the school to account in terms of achievement, attainment and progress.