



Roskear Primary and Nursery School

## Assessment Policy

|                              |                     |
|------------------------------|---------------------|
| <b>Accepted by Governors</b> | <b>October 2016</b> |
| <b>Review Date</b>           | <b>Autumn 2019</b>  |

This policy and procedure has been produced in conjunction with recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with Roskear Primary & Nursery School's values and principles.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>

### Our Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

## **Delivery**

At Roskear we use three broad overarching forms of assessment: 'Day to Day In-lesson Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

### **Day-to-Day in-school formative assessment**

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support and or extensions and enrichments opportunities to deepen understanding. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. In addition teachers use lesson starters and warm up activities to build on their prior knowledge of each child thus guiding the child to make the correct choice with regards to their selection of activities.

Children assess their own learning during lessons as well as each other. We refer to this as Self Improvement (SI) and Peer Improvement (PI). These two forms of assessment are regularly carried out during lessons thus promoting positive learning habits as well as helping the teacher identify childrens' deeper understanding of certain concepts.

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- making use of rich questioning (from teachers and children) and answers
- Marking of pupils' work, particularly using tickled pink (highlighting areas of success) and growing green (highlighting development/improvement areas)
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing
- Directed marking after a big write – Editing opportunities.

### **In-School Summative Assessment**

In-school summative assessments will be used to monitor and support children's performance. They slightly differ for Maths, Reading and Writing.

Maths: We follow the Abacus scheme of work for this subject and teachers use the half termly assessment records to gain an in depth understanding of the childrens' knowledge. In addition to this we also have weekly maths times tables tests throughout KS1 & KS2 (99 Club). This information aids teachers in making their overall assessment for the half term. The information is then added to target tracker. The teacher is then be able to highlight any gaps, or trends that may be appearing and act upon them accordingly, being reflective about their

own teaching practice as well as ensuring enhanced learning or any other strategies are implemented. In addition the maths coordinator will monitor all year groups ensuring that the above has been carried out and put into place any year group or individual class interventions if required.

Reading: In EYFS & KS1 the teachers use the RWI programme of work. Assessment takes place during daily sessions, however there are also half termly assessments carried out by the RWI coordinator. She will then move children accordingly, recording progress and liaising with the class teacher. In KS2 children use the Accelerated Reader programme of work. This allows for immediate comprehension assessment opportunities at the end of every book read. In addition, children sit a half termly STAR reading test to measure more detailed progress and allow alterations to be made swiftly.

Writing: Writing is assessed summatively by an independent at distance write. This is recorded in a separate book (distance books) and follows the child up through the years at school, thus providing an overall tool to show progression. This information is then monitored by the Literacy coordinator, highlighting any gaps or trends that may be occurring. They will then act accordingly, implementing interventions and offering support where needed.

Topic: Each new topic starts with a knowledge harvest thus providing teachers with an insight into prior knowledge. The children are an integral part of the planning stage at the start of each unit and they help shape the following weeks learning. At the end of every Topic an assessment takes place whereby children produce another knowledge harvest of what they now know. In addition, if a teacher highlights any misconceptions or gaps in learning, there are half daily sessions planned per half term, specifically designated to filling these gaps, thus preventing children moving on with gaps in knowledge and skills in the foundation subjects.

A range of 'In-school-summative assessments' that will take place are as follows:

- Half termly Accelerate Reader start tests.
- Half termly maths assessments.
- Weekly times tables and spellings tests.
- SPAG tests (Vary depending on year groupings)
- Topic knowledge harvest assessments.

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in YR
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

### **Training for staff**

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

### **Target Tracker**

The school will record and update assessments using Target Tracker. At time of writing this policy (September 2016), this is the first term of using this tracker.

Teachers will update any assessments weekly in relation to specific KPI's for individual children or groups. A half termly analysis will then take place with teachers assessing where children are in relation to expectations, how much progress they have made and what level they are to be assessed at. Children are required to make on average 6 steps progress per year, however this may change due to certain factors such as EAL, SEN and Pupil Progress. (See separate policies)

It is the teachers' responsibility to set targets and use the previous term or year group's data to identify and address any gaps that may have developed. Teachers are encouraged to be reflective of their own teaching approach when and if any such gaps do appear.

Specific coordinators and leaders will use target tracker and data to monitor, review and assess. It is also used very closely in conjunction with teacher performance management.

### **Monitoring and Evaluation**

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Achievement and Behaviour Committee.

