

Locking Primary School

ASSESSMENT POLICY

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- Involve parents in supporting progression
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We use learning ladders to ensure that the children have ownership of their next steps and these are directly linked with marking, questioning and feedback. Formative assessment is incorporated into planning giving time for pupils to reflect upon marking. Formative assessment should be motivational for pupils.

Summative:

- Progress checks occur in December, February and May and are recorded on a tracker.
- Subject leaders (core) will use the whole school outcomes to identify patterns and review the drill down analysis of the assessments to inform whole school or phase training.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond)
- Class teacher analyse progress against achievement and combined attainment in Reading, Writing and Maths for all groups.
- Locking School has an Assessment cycle giving the expectations for the year so staff know what is expected and when it is expected. (see appendix)
- By October the teacher will forecast the expected attainment in relation to age related expectations
- Summative assessment are used to track progress yearly from May to May.
- Closing the gaps for VL will include: targets that feed directly into the next steps, individual targets and personalised planning, effective use of interventions, assertive mentoring, better reading partners and differentiation that meet the needs of all pupils. These outcomes are (once per term) communicated to both pupils (through assertive mentoring) and parents at parents evening.

AFL:

Teacher should be using a variety of strategies that help to inform them of their pupil's current level of understanding and progress at the outset of; within and at the end of a lesson/unit. Such techniques may include:

- Mini whiteboard work
- Use of "lolly sticks" for random selection
- **Targeted questioning**
- Marking that links to the learning ladders/ success criteria/ next steps to make progress including deepening knowledge and understanding/green for growth and tickled pink (see marking policy)
- Children's comments both written and oral about their progress
- Traffic lights
- Two stars and a wish
- Teacher conferencing

Diagnostic:

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo. Through the assertive mentoring process individual and class holes and next steps should be reviewed.

Assessment in the Early Years Foundation Stage

On entry to the school children will be formally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments. Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use Learning Ladder records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept . PPA time is allocated as a statutory requirement for each teacher to aid planning and assessment. Planning is done within cohort teams.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the LA
- By attending LA sessions to ensure our judgements are in line with other schools
- School portfolios of writing will be kept by KS2 class teachers.

Reporting

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports state pupil's effort, progress and behaviour in the form of stars achieved. Written comments support priority targets for Reading, Writing, Maths and science and reflect all the pupil's contributions to school life. The teacher will make a judgement on attainment of the pupil in terms of national age related expectations. Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times. The teacher or head teacher may then invite some parents for interview when required. Informal reports can be sent to parents via eschools.

Target Setting and reviewing progress - see Target setting policy

Policy received and agreed by all staff.....

Agreed by governors.....