



*'All for learning and learning for all'*

## **Assessment Policy**

**Ratified and Adopted by the Full Governing Body**

**On 19<sup>th</sup> November 2015**

# **1 Principles and Aims of Assessment**

## **1.1 Principles**

The main principle behind assessment is that it should recognise the strengths and talents of pupils, and to identify and support their areas for development.

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

*Assessment for Learning: Assessment Reform Group 2002*

Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform pupils, teachers, parents, governors, the Local Authority and other relevant bodies about the progress that children make.

At Thomas Eaton Community Primary School, our assessment system is designed to check that pupils are on track to meet expectations at the end of Reception and the end of each Key Stage.

## **1.2 Aims**

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to inform teachers' planning.
- To track individual, group and cohort progress.
- To allow children to be involved in their own learning.
- To inform the Governing Body of the school's standards and achievement.
- To recognise the positive achievements of a child and plan for a child's next steps.
- To identify learning difficulties quickly and give appropriate help and support.
- To record systematically the overall achievements of the child.
- To monitor the school's and each child's achievements.
- To meet the legal requirements for record keeping, assessing and reporting.

# **2 Forms of Assessment**

## **2.1 Assessment for Learning**

Day to day Assessment for Learning (AfL) focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes (WALTs) can be achieved.

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.

Assessment for Learning is used throughout the school and is integral to teaching and learning.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy and highlights what a pupil has done well and indicates how a pupil can improve

a piece of work. This process encourages self and peer assessment which are believed to be fundamental elements in the assessment process.

## **2.2 Formal Assessment**

**2.2 a). Diagnostic:** This identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support. This feeds into half termly Pupil Progress Meetings.

**2.2 b). In-School Formative:** This summarizes the pupil's development at a particular time. A range of informal assessment procedures are conducted by teachers during the learning process in order to modify teaching and learning activities to improve the attainment of pupils.

Day to day in-school formative assessment could include, for example:

- Question and answer during lessons
- Marking of pupils' work
- Observational assessment
- Regular short recap quizzes
- Scanning work for pupil development and attainment

For pupils in the Reception Year, a baseline assessment takes place in the first half of the autumn term. For all other year groups from Year 1 to 6 half termly assessment judgements are made using Target Tracker for Reading, Writing and Mathematics. At the end of each cross-curricular 'Theme' judgements against National Curriculum Age Related Expectations will be made.

Completion of the Foundation Stage Profile for Reception pupils is ongoing throughout the year based on observations and evidence based assessments across the range of areas covered.

Half-termly assessments inform the teacher's planning for the class and for groups within the class and target setting for individual pupils.

**2.2 c). In-School Summative:** These assessments are used to evaluate the learning of pupils, their skill acquisition, and academic achievement at the conclusion of a defined instructional period - typically the end of a school year.

In-School summative assessments provides pupils with information about how well they have learned and understood a course of work taught over a period of time. These assessments will be used to provide feedback to pupils on what they need to do to improve further.

**National Standard Assessment Tasks and Tests (SATs)** in English and Mathematics take place at the end of Key Stage 1 for Year 2 and at the end of Key Stage 2 for Year 6.

Years 1, 3, 4 and 5 also have end of year tests in English and Mathematics.

All pupils, Years 1-6, have end of year assessments of the skills they have achieved in the Foundation subjects and of their attitude towards school.

For Foundation Stage pupils, summative assessment is in the form of a completed Foundation Stage Profile for each pupil.

A summary report for all pupils at the end of the summer term details for parents how far a child has achieved Age Related Expectations in English and mathematics, the skills

achieved in Foundation subjects and an assessment of the child's attitude towards school.

### **3. Recording**

**3.1** Data obtained through formative and summative assessments is recorded using the school's electronic 'Target Tracker' system.

**3.2** In order to make summative judgements at the end of each year for each pupil, the school uses standard tests. These include.....list.....

### **4. Monitoring and Tracking**

**4.1** Children's progress will be monitored continually through informal and formal assessments by the class teacher and this will inform weekly planning and medium term planning for English, Mathematics and Topic.

**4.2** Assessment is a regular agenda item at staff meetings so that all staff understand the importance and purpose of ongoing assessment and are making informed decisions to update the school assessment tracker, Target Tracker, effectively.

**4.3** Half termly assessment data for Reading, Writing and Mathematics is entered onto Target Tracker and analysed by the Headteacher, Maths and English leaders. Pupil Progress Meetings then are used to discuss and analyse class, group and individual pupil progress. Pupils making insufficient progress are identified for intervention.

**4.4** Each term teachers will moderate the work of pupils in Reading, Writing and Maths so that a clear picture of what age related expectations look like for each year group. This will inform future target setting, medium and long term planning. This will also ensure that teachers are able to conduct assessments completely and confidently. Summative and formative assessments will be used by teachers to evaluate the impact of their own teaching.

**4.5** Thomas Eaton Community Primary School will seek to ensure that the school's assessment judgements are reliable and will access professional development from the Local Authority and will also work with other schools, including the March and Chatteris Cluster to moderate assessments.

### **5. Reporting - How assessment outcomes will be collected and used**

**5.1** Parents are invited to attend three consultations per year (in the Autumn, Spring and Summer terms) in order to discuss their child's progress. These consultations take place during the school year to discuss general progress and agreed targets or areas for development.

**5.2** Parents receive a written report in July, summarising the year's work. Year 2 and 6 parents also receive a summary of the National Curriculum standards their child has attained in their end of Key Stage tests.

**5.3** Assessment of pupil progress for Topic Themes is made in terms of what children 'know, understand and can do'.

## **6. Evaluation of Assessment**

**6.1** Group and Cohort analysis of in-house formative and summative data will be shared and evaluated with teachers at Staff Meetings, at half termly meetings of the Governors Standards' committee and at Full Governors' Meetings.

Assessments will be used by school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure that pupils are supported to achieve sufficient progress and expected attainment.

**6.2** Evaluation of national standard assessments such as the Key Stage SATs, the National Phonics screening tests and the Early Years Foundation Stage profile will take place each year. Analysis will be shared with staff and with governors. Subject leaders analyse results and analyse gaps.

**6.3** Reports from the Fischer Family Trust, Raise Online and from Target Tracker will be evaluated and shared with staff and governors.

**6.4** Findings are then incorporated into the school's strategic planning.

## **7. Implementation of the policy**

**7.1** The Headteacher in consultation with the Governors' Standards Committee and Full Governing Body will monitor the implementation of the Assessment Policy.

**7.2** The Headteacher and Governors will ensure that the policy is robust and manageable. Assessments should not increase the workload of teachers in the school excessively.

**7.3** The policy will be reviewed each year on an annual basis at the start of the year's assessment cycle.

**An example of an assessment flow chart that we could adapt:**

I'm not particularly in favour of assessment weeks but I like how this flow chart outlines step by step what all teachers need to follow...

