



PLAYLEARNACHIEVETOGETHER

Policy: Assessment

Approved by the governing body on.....

Play together, learn together, achieve together.

Springvale Primary School
Assessment Policy
Autumn Term 2017



Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Assessment Policy

Springvale Primary School values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual's progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher's assessment and the pupil's own assessment, are both central functions in the learning process.

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils learning and narrowing the learning gap, thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the School's overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve.

Aims of the Assessment Policy

As a school we believe the following statements show the purpose of assessment:

- To help the teacher to evaluate the provision of the curriculum and the way in which it is taught to promote excellent learning
- To identify the needs of each individual child in order to raise their achievement
- To plan the future learning for each pupil through review and target setting
- To provide feedback to the pupil and identify individual achievement through the use of steps to success
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- To enable our children to demonstrate what they know, understand and can do in their work
- To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher, SLT and Governors with information that allows them to make judgements about the effectiveness of the school.

- To provide information and evidence for moderators and external agencies

Types of Assessment:

The school recognises that different forms of assessment are used for different purposes.

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.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, online assessments through our internal system 'target tracker', EYFS profile or at the end of a unit of work in class. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupil records.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. question level analysis. Diagnostic tests can be used to identify specific gaps in learning for whole class, groups and individuals. This information can then be used to inform planning.

Statutory Assessments

Assessment in the Foundation Stage

Children will be assessed on entry to school. Results are used to inform planning, set targets and aid early identification of special needs. Ongoing assessments are carried out to ensure that the next steps in learning are appropriately planned in order to help children make progress.

During their year in Foundation Stage 2, children will be assessed using the Foundation Stage Profile, which is based on the teacher's ongoing observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in the Profile.

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS (F2). The profile describes each child's attainment against the 7 prime areas of learning together with a short narrative about their learning characteristics.

The Phonics Screening Check

The phonics screening check is designed to confirm whether children have secured phonic decoding to an appropriate standard. All children in Year 1 must take the phonics screening check in the Summer term. Children in Year 2 must also take the check if they did not meet the required standard in Year 1. It will identify the children who need extra help to improve their decoding skills.

The phonics screening check comprises a list of 40 words that a child reads aloud to their teacher on a one-to-one basis. The list includes real and pseudo-words. Pseudo-words allow the assessment to focus purely on decoding using phonics. The phonics screening check is divided into two sections:

Section 1

- Grapheme-phoneme correspondences (GPCs) usually introduced first to children learning to decode using phonics.
- Simple word structures.

Section 2

- GPCs usually introduced to children later and graphemes that correspond to more than one phoneme.
- More complex word structures, including two syllable words.

Assessment in Key Stage 1

Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting and is carried out as part of teaching and learning. The statutory National Curriculum assessments must be administered to all eligible children during the month of May during their time in Y2. Children working in or around expected levels will take the assessment papers in reading, writing and mathematics. SPAG is an optional test that we will take to inform KS2 planning for the next 4 years. The assessments are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1. If teacher assessment and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Teachers have to summarise their judgements on children's attainment in relation to the National Curriculum expectations for each eligible child.

The aim is to reach a rounded judgement that:

- is based on knowledge of how a child has performed over time and across a range of contexts; and
- takes into account strengths and weaknesses of a child's performance through the key stage.

They need to determine:

- attainment for reading, writing, maths, SPAG and speaking and listening.

Assessment in Key Stage 2

The Key Stage 2 National Curriculum assessments are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. SPAG, reading and mathematics tests are taken at the end of Year 6, in the Summer term.

In 2013 the Government removed the English writing test. Instead the English writing test was replaced by a new statutory test of English grammar, punctuation and spelling. This change follows the Government's acceptance of Lord Bew's recommendation that writing composition should only be subject to teacher assessment, with the more 'technical' aspects of English assessed via an externally marked test.

The outcomes of the these tests are used to:

- Give a measure of pupils' attainment
- Measure progress for each child from F2 to Y6 and Y2 to Y6
- Inform reports to parents
- Provide secondary transfer information
- Inform school self-evaluation in analysing the effectiveness of teaching and learning

Non-statutory

Systematic school wide assessments

In addition to the statutory tests, other assessments are carried out throughout school as follows:

- Teachers assess children in reading, writing and maths at the end of October and at the beginning of January and then again at the beginning of May
- Non- statutory past papers and internal or online assessments may be used to assess Reading and Maths, for all pupils except where statutory tests are taken
- Writing is assessed on a half termly basis and is based on writing taught in the previous half term. The outcomes are used to inform the children's writing targets

- In Y2 or Y6 we may try to help the children to prepare for the 'experience' of testing by holding mock assessments once each year
- Dyslexia testing is carried out as and when is considered appropriate.
- Teachers deliver fortnightly / weekly spelling and mental maths tests from Y1 as part of ongoing practice.

Using Assessment in the Classroom (see alongside Feedback and Marking policy)

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- Assesses pupils' performance against the learning objectives through questions, discussion looking at written work and watching performance
- Provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance. Teachers are encouraged to praise effort and achievement as well as providing developmental feedback for pupils to act on. The feedback should be explicit about how the work could be improved and examples of how to improve may be made.
- Records, where appropriate, the individual pupils and groups pupils not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.

All statutory and non-statutory test and teacher assessment data is collated on an individual and cohort basis annually.

Data from all assessments will be used to set targets and facilitate tracking.

Information gathered from the Foundation stage profile is forwarded to the Local Authority and collated nationally.

Teachers' individual assessments

Teachers from Class 1 to Class 6 should also make additional assessments of their own in order to best promote learning in their class. It is important that all children should be given the opportunity to demonstrate what they know and can do. A variety of assessment techniques are used, along with the following strategies:

- Interaction with pupils as they work by talking and posing questions.
- Observation of specific individuals, groups, processes, end product.
- Noting and analysis of errors, followed by appropriate intervention.
- Encouragement of reflection and self/group assessment

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice a year we offer parents the opportunity to meet their child's teacher at parents' evenings, as well as 3 opportunities to look at their child's work in great depth. Parents' evenings in November (settling in and target setting) and March (progress and achievement update) will ensure that we work in partnership with our community to support children to achieve their full potential.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We also include a sheet where the child/family can offer their own evaluation of their performance during the year. In reports for pupils in F2, Y2 and Y6 we also provide details of the outcomes achieved in the national tests. In the reports for other pupils we give national curriculum attainment and a comment on effort and progress for the last 12 months for reading, writing and maths.

Moderation, Continuity and Progression

All outcomes are moderated internally and externally. We work with a pyramid of local schools to ensure that work samples and teacher judgements are accurate so that child can build on their prior attainment.

All staff will also be involved with moderation activities to ensure consistency between classes as children 'move up'. As children move from one class to another, it is important that best use is made of the previous teacher's knowledge of the children. In order to achieve this, transition meetings are held between 'sending' and 'receiving' teachers.

At these meetings:

- Children's individual educational needs are discussed
- 'Receiving' teachers collate end of year assessment data alongside the 'sending' teacher.
- Each child's last English and Maths book are passed on.
- Targets are set jointly by 'receiving' and 'sending' teacher for each child for the forthcoming year. SLT analyse these targets and make suggestions for more aspirational targets where they see fit as part of the school's improvement work.

Equal Opportunities and Inclusion

Children with SEND or those who receive additional funding due to their vulnerability should be identified through assessment and all of the personnel responsible for that child will pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. Identified more able pupils will have their strengths challenged. Pupils with significant or multiple needs may be exempt from assessments, as may those with emotional circumstances, at the discretion of the Head. The Head will seek advice from external agencies prior to making this decision. All children should have equal access to both formative and summative assessment in line with the School's overarching Equal Opportunities Policy.

Monitoring and review

Our assessment leader is responsible for monitoring the implementation of this policy. Feedback will be given to the Headteacher, Governing Body and SLT as part of the ongoing cycle of monitoring. The assessment leader will:

- Formulate the school's assessment policy in consultation with the Headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and an up to date assessment cycle
- Maintain the 'tracking file' for whole school data and each separate cohort and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations and communicate this with parents
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- In liaison with the Headteacher, report to Governors regarding the policy, statutory test results and cohort targets