



CRADLEY CE PRIMARY SCHOOL

ASSESSMENT POLICY

Vision Statement: Enriching Lives

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<u>Dates</u>				
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Amended			VG	
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ASSESSMENT POLICY

Rationale

This Policy outlines the purpose, nature and management of assessment at Cradley CE Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Neston and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Cradley CE Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and responsibilities

The overall responsibility for assessment belongs to the Head teacher. However, this responsibility is supported by the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Cradley to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Cradley CE Primary ensures that identification of these children is systematic and effective.

Assessment is appropriate

The purpose of any assessment process should be clearly stated.

Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan for further learning.

Assessment is consistent

Judgements are formed according to common principles.

The results are readily understandable by third parties.

A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

pupils in developing their learning.

parents in supporting children with their learning.

teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;

school leaders and governors in planning and allocating resources and

government and agents of government.

Our Approach to Assessment

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Types of Assessment used within our School:

Formative (day to day) assessment – Assessment for Learning

This type of assessment is when the assessment has had its impact because the focus has been on deepening and furthering the learning rather than simply measuring it.

Formative assessment consists of elements that within our school we have an expectation to see within planning and teaching:

Sharing learning goals, children need to be clear about what they are learning (learning objectives) and what they are expected to be able to do after they have learnt it (learning outcomes).

Success Criteria are shared with children to enable them to have a clear understanding of what they are to be learning and how they will know that they have been successful. Within Key Stage 2 the expectation is that the children may become involved in the generation of the success criteria.

The Learning Environment enhances teaching and supports assessment for learners through key vocabulary and relevant displays.

Teachers adjust their teaching to take account of the results of assessment and give them feedback which allows learners to recognise their next steps and how to take them.

Effective Questioning – strategies for assessment that are used to effectively extend learning are: targeted questioning, discussing, analysing written work, marking observations and talking with children.

Self and Peer evaluation – strategies for assessment such as talk partners and peer assessment are important and encourage children to become self critical and independent. Children have a strong voice within our school and this should be reflected within our assessment procedures.

Effective Feedback – this needs to link back to the learning objective/success criteria and needs to lead to improvement and next steps. Feedback can be written or oral, as appropriate to the age of the child. Our marking is aimed to be constructive, targeted, positive and informative.

Summative Assessment – Assessment of Learning

Summative assessment is the formal testing of what has been learnt in order to produce marks or grades which may be used for reports of various types.

In Cradley CE Primary School this is done through:

The undertaking of SATs which are performed in both Year 2 and Year 6 as are the optional tests for KS2 and for Year 1.

Diagnostic tests are used for some children with SEN to identify specific areas.

Data is used to identify where children are with regard to national tests and expectations.

The SENCo along with class teachers identify where intervention programmes are needed and ensures that they are put in place.

Detailed analysis of termly tests, as well as teacher assessment are carried out termly by the Assessment co-ordinator and/or Headteacher, which gives quantitative data with regard to levels and progress.

Termly Tracking and Analysis

Within Cradley CE Primary School teachers are expected to complete tracking grids (Scholarpack) related to teacher assessments in Reading, Writing, SPAG and Maths. These are based on a judgment relative to age related expectations. Details of this can be found in Appendix 1.

Moderation meetings are undertaken to ensure a consistent approach to levelling and evidencing.

The tracking grids are located on the Scholarpack package and they provide information with regard to children being on track for their targets at the end of each Key Stage as well as providing progress analysis. The Assessment Co-ordinator and the Headteacher will monitor progress on a termly basis and an evaluative report will be produced annually.

All of this information is kept within a tracking folder in the Headteacher's office and in Scholarpack.

Pupil progress meetings are held termly to discuss individual children within each class. These are carried out by the Headteacher. The Spring Term meeting is a whole teaching staff meeting where common issues or solutions can be discussed. These meetings are seen as professional dialogue between the SLT and the class teacher and are related to progress within reading, writing, SPAG and maths.

Out of these meetings, Provision maps are produced for each class each term. These identify the interventions and support offered to all identified groups within the class. As well as Provision maps, the teachers produce Barriers to Learning sheets which highlight any issues that children may face in making progress, these issues may be based on learning or outside issues.

EYFS assessment is carried out on a termly basis and the EYFS teacher provides analysis and information that helps to support future planning. Moderation is also carried out in meetings at cluster level and through moderation visits.

Annual Tracking and Analysis

SATs test are completed at the end of each year for Key Stage 2 pupils.

Detailed analysis of optional and national SATs are carried out by the co-ordinators which may provide information with regard to trends.

Progress analysis for the whole school is completed by the Assessment Co-ordinator which provides information related to at least good progress. This is widely shared with staff and Governors. Tracking of subgroups undertaken by Children's Champion, the subgroups include Boys, Girls, Pupil Premium, SEND and Gifted and Talented.

Detailed analysis is also undertaken of the EYFS.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

Within Cradley CE School teachers judgements are used to support the levelling process for progress. A mixture of teacher assessments as well as testing are used as effective tools to record progress and attainment.

When children enter the Reception year age appropriate assessments are made against 'Development Matters'. Evidence is collected through observation, information from Nursery and discussions with parents. These baseline assessments should be made by October half-term at the latest.

Observations and evidence through photographs and 'work' should be continued to be collected throughout the year. Evidence is also used from parents and from the child themselves. This information is collected in a Learning Journey. Assessments should be made up from 80% of child initiated activities and 20% adult led activities. We use the online tool Tapestry to support.

At the end of foundation stage assessments should be made against the Early Learning Goals. Children should then be assessed as being emerging, expected or exceeding in each of the 17 early learning goals. Children receiving an expected judgement in all Prime Areas and in Maths and Literacy have achieved a good level of development. This information is submitted to the LA at the end of June.

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 any concerns about any aspect of their child's work.

We offer a range of Parents Evenings through the year. In Autumn we have a Target Setting Evening which is used to communicate the child's levelled targets for the coming year. In the Spring term meetings we review the child's progress and work with the parents to review progress and provide targets and ideas for support. There is an additional consultation available in the Summer term if requested by the parents/carers.

All children are provided with a formal written report in the Summer term. In this report we identify targets for the following year as well as feeding back on all subjects. Children's results, both statutory and optional SATs results, are also feedback to parents.

At the start of each term, teachers prepare a curriculum newsletter which contains details of all the subjects to be followed in that term. It also details how parents can support their children during their learning journeys.

Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark the same way and the children learn to understand it.

We give verbal feedback to the pupils on their work wherever possible. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. Sometimes when lesson time does not allow for verbal feedback, but comments will be written on the children's work during marking.

When we give written feedback to the children we relate this both to the success criteria and learning outcomes of the lesson,. We strongly believe in the importance of positive marking and dialogue marking.

Having children assess their own and each other's work can be a very effective tool because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed to avoid unhelpful comparisons. Teachers always check that work afterwards.

We allow time at the beginning of a lesson, where appropriate, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher and also to ask any questions of their own,

Inclusion and Assessment for Learning

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SNCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "My Support Plan" stage of the Code of Practice or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Foundation subject tracking

At Cradley School, we understand the value of Foundation Subjects and are passionate about giving children a full range of skills to support them throughout their lives. In order to do this we use various formative assessment techniques as we would in core subjects. Summative assessments are done by the teachers based on the skills for their year group. They then keep a record of these in the "Foundation Subject Tracking" document. The subject lead also tracks and monitors the attainment in their Foundation subject. This is done termly through our Foundation Subject tracking grids. Support is offered as trends are spotted.

APPENDIX 1

ASSESSMENT WITHOUT LEVELS

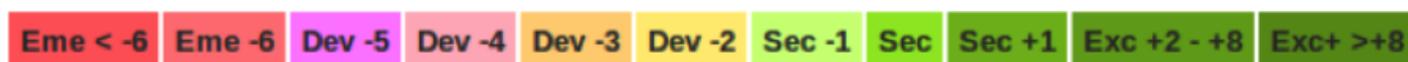
CRADLEY CE PRIMARY

The following information summarises how we assess pupil's achievement and measure attainment and progress of the new National Curriculum. We use the system that is part of the Scholarpack MIS. For reading, writing and mathematics, the objectives of the National Curriculum have been grouped into areas of learning to create an overall curriculum objective sheet for each year group. Where the national curriculum is over a two year period these objectives have been analysed and used to create objectives for individual year groups. Careful consideration has been given to progression.

Ongoing formative assessment is continuously taking place with objectives being highlighted when a child is confidently displaying an understanding of the objectives.

At the end of each term a summative assessment of the child's attainment is made, leading to the generation of a grade descriptor –

ScholarPack Scale for Summative Assessment



Students will be Exceeding if they are working 1 or more Steps above the current checkpoint.

Students will be Secure if they are working at the current checkpoint,

Students will be Developing if they are working up to 5 Steps behind the current checkpoint.

Students will be Emerging if they are working more than 5 Steps behind the current checkpoint.

Where children are secure with all objectives and in the teachers professional judgement are able to use and apply their knowledge in a wide range of challenging contexts an award of working at greater depth may be given.

Moderation takes place termly, internally within the school and externally with other schools using the same assessment system.

This data is entered into Scholarpack termly.

Scholarpack has a numerical grading system built into it, based on a typical child making 6 points overall progress each year, to enable pupils progress and attainment to be tracked and measured.

Through any academic year a pupil who is making “Good” progress will make six points progress.

Through Scholarpack the school generates tracking grids to look at individual pupil progress, cohort data to generate percentages working at each age related expectation and uses filters to look specifically at groups of pupils the school has identified.

Scholarpack generates a yearly progress for children based on prior attainment and a pupil making at least good progress.

The achievement of all children from Years 1 to Year 6 is monitored using the above system. Additional information is attained from the use of Rising Stars commercial progress tests and end of year tests. The school is mindful of the latest publications from the DFE regarding assessment and the latest performance descriptors and will review the assessment system being used at the end of the academic year.

For the school's principles and foundation upon which assessment is built please read our assessment statement available on the school website under the curriculum tab.