



'Valuing Learning, Learning to Value'

## Assessment Policy

### Policy Status:

Recommended

### Purpose:

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Yorkley Primary School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

*The curriculum and the assessment of it are inextricably linked.*

### Aims and Objectives:

- To use assessment and outcomes effectively to raise achievement of individuals
- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies, use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

### Types of Assessment

#### Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes for each lesson are shared with pupils through our WALT and WILF stickers. They play an important role by supporting the children's self-assessment of their own learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a daily basis, enabling them to build a picture of the child's learning, using the schools marking policy. The marking codes and colours will enable the teacher to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it enables teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. Teachers also use questioning and observations to assess the children's knowledge and plan future lessons accordingly. Formative assessment is also used by teachers to evaluate resources and teaching strategies used and the child's attitude towards learning.

Other types of formative assessment might include:

- Annotations on long, medium and short term plans
- AFL at the beginning and end of a unit of work (WDIAK)
- Photographs to show application of skills and deepening of knowledge
- Videos to show application of skills
- Guided reading observations
- Children's quotes on post it notes from teachers' questioning

- Creative responses e.g. artwork, models
- Home learning
- Independent extension activities
- Child's response to marking
- Discussion / talk partners
- Observation of task
- Concept map
- Quiz/ games
- Presentation / power point

### **Summative**

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes through the school reports. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. This will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'in-school-summative assessments' will be used including, for example;

- Short end of topic or unit tests or tasks
- Spelling results and mental maths tests
- PM reading benchmarking
- 'My plan' baselines and reviews for pupils with SEN and disabilities
- Termly monitoring of progress for areas taught against the national curriculum objectives using SPTO to record judgements
- Termly 'best fit' assessment against the National Curriculum age related expectations reported on SPTO for Reading, Writing, SPAG, Maths and Science
- Interim and end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations
- Reports document the child's attitude to learning and the level of support that is received from home

### **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 Year R (NFER)
- A phonics test in Year 1

- National Curriculum teacher assessments/tests at the end of Key Stage 1
- National Curriculum teacher assessments /tests at the end of Key Stage 2

### **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. For pupils with recognised SEN and disabilities, assessment will consider long-term wider outcomes such as higher education, employment and independent living. Refer to SEND policy.

### **Pupil Progress Meetings**

Pupil progress meetings are the key factor in providing teachers and school leaders with an understanding of which pupils are on track or not on track to meet age related expectations. The PPM is not used to scrutinise data but to have professional dialogue about individual pupils, groups of pupils and the class, on their progress and potential indicators that are inhibiting learning. Pupil progress meetings will be scheduled 2 times per year -these will include: Transition meetings between teachers, end of Autumn and Spring meetings with the core subject leaders and the Head teacher.

The aims of the meetings are to enable:

- Staff to engage in professional dialogue about pupil progress, focus groups to include
  - Pupil Premium
  - SEND
  - More able
  - Lower attainers
  - Non - movers
- Quality time to evaluate and discuss teacher judgments
- Middle leaders to be aware of the progress being made in each cohort
- Teachers and SLT including middle leaders to analyse the impact of intervention strategies
- Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school
- SLT, middle leaders and staff to jointly agree key actions in order to address identified priorities arising from the meetings. It is a pooling of colleagues' shared expertise in order to ensure best outcomes for pupils
- To offer support to staff through additional CPD opportunities

### **Moderation**

- At least termly moderation of writing, maths and science takes place within the school at staff meetings
- Cluster moderation when timetabled across the local cluster
- Attendance at appropriate training
- The school is subject to external moderation for EYFS, KS1 and KS2 as appropriate

The school builds up a portfolio of moderated evidence of work which reflects working towards, working at and exceeding age related expectations. This ensures teachers can conduct assessment completely and with confidence.

### **Roles and Responsibilities**

- **Governing Body:** Monitor whole school attainment and progress data
- **Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment and provide support where necessary
- **Middle leaders:** Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts within their subject
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- **Support staff:** Support children with their learning as directed by class teachers and provide feedback on children's learning
- **Parents/Carers:** Support children with home learning and attend relevant meetings

### **Communication with Parents**

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. Interim and end of year reports will comment on children's attainment, progress and attitude to learning. Key assessment data will be included in these reports.

### **Monitoring and Evaluation**

SLT and teaching staff are 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 Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of assessment practice across the school. Refer to the Monitoring schedule.

### **Links with other policies:**

Marking and feedback policy  
 Homework policy  
 SEND  
 Disability and equality policy  
 Equal opportunities  
 Monitoring and review policy

### **Links with other documents:**

Final report of the Commission on Assessment without levels September 2015

### **Policy Review**

Written by: T.Wood & L.Payne  
 Agreed by Governors; June 2017

Date for review; June 2018