

Kidsgrove Primary School

ASSESSMENT POLICY 2018-2019

Policy Rationale

The prime purpose of pupil assessment is to enable each pupil to progress at the optimum rate for them so that they can reach their potential in the future. We recognise the potential for assessment in developing a positive self-image in the child from positive and constructive feedback and the feeling of success which encourages further learning. Formative assessment helps pupils to reflect on their own learning. We understand that children should be involved in their own assessment from an early age and should be encouraged to reflect on their learning and then take time to identify their next steps. **At Kidsgrove Primary we believe that assessment is an integral part of the learning process.**

Aims of assessment

- To enable us to find out what skills, attitudes, knowledge and understanding each child has learnt in relation to specific learning objectives.
- To give the pupils ownership of their learning by encouraging self-review from an early age. To help pupils to identify the next steps in their learning.
- To identify each child's strengths, weaknesses and to indicate their progress.
- To inform future planning for individuals/groups/class and to set targets for future learning.
- To provide information for those who require it e.g. school, governors, LA, parents and the community.
- To evaluate the effectiveness of our teaching and the appropriateness of the curriculum.

Statutory Requirements

- The school complies with the statutory requirements set by the Government.
- It is the headteacher's role to ensure that these requirements are met at the appropriate time and within the correct guidelines.
- The list of statutory requirements may change as National educational policy develops:
- EYFS - Early Years Development Matters and Early Learning Goals
- Year 1- Phonics screening
- Year 2 - KS1 External Assessment and Moderation
- Year 6 - KS2 External Assessment and Moderation

When and how does assessment take place?

Most assessment takes place on a day-to-day, lesson-by-lesson basis. This **ongoing assessment** is based upon the teacher's professional judgement and takes place through-

- Observation
- Listening
- Questioning
- Conversation/Discussion
- Pupil self assessment
- Peer Assessment
- Marking
- Scrutinising written responses
- Monitoring
- Investigation

These types of assessments help teachers to support individuals or groups who require further support with specific areas. It also identifies whole class needs and will dictate the learning objectives of following lessons. It will also identify specific strengths and enable teachers to plan extension activities to challenge pupils who demonstrate aptitude in particular areas.

This ongoing assessment means that based upon individual's needs, groups within particular subjects will change depending upon the focus of a particular lesson and the pupils' target. The evidence of such assessment can be found on teacher lesson evaluations.

Formative Assessment

- Formative Daily Assessment (Maths, Reading, Writing and Spoken Language). Teachers and Teaching Assistants will record daily assessment evidence on planning.
- Class Teachers then hold the responsibility to update SIMS Programme of Study Tracker on a weekly basis.
- Teachers will be responsible for maintaining an up to date Assessment File. This will contain the documents from SIMS and any additional assessment evidence.

Summative Assessment

- Summative Assessment (SHINE Week). Shine Week will take place each half term. Evidence gathered during the term will be used to make a judgement as to where each individual child is within the band. SIMS Tracker assesses children using the following language: Below, Below+, Within, Within+, Secure, Secure+.
- Below: There may a little of the previous band still to gain complete confidence in but the pupil is working on the areas in this band
- Working Within -Up to 70% of the statements are confidently achieved
- Secure -the broad expectations for the band have been met
- Secure +, pupils have attained a more thorough and wide ranging grasp of the content and concepts. Secure + is a stepping stone on to the criteria in the following band.
- Lower and high attaining pupils may be working at a band outside of their current year
- Teachers will assess steps in core and foundation subjects.
- For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year.

- Formal written tests will no longer take place during this week; however tasks prepared by the teachers will be set to assess independent application and mastery of skills.
- Spelling and Reading Ages will be assessed twice per year (Autumn and Summer Shine Week).
- Phonic knowledge will be assessed every six weeks for all pupils on the RWI or Fresh Start programme

Moderation

- Internal Moderation will take place half termly with headteacher/ deputy head or subject leader to secure accurate judgments are being made.
- External Moderation will take place termly within local schools and schools within the Academy Trust. External Moderators will also be used to secure judgements.

Pupil Progress Meetings

- Pupil Progress Meetings will take place each term following the SHINE week and teacher's judgement of progress and attainment at the end of each term.
- The progress of cohorts, individuals and vulnerable groups are shared, discussed and steps for future improvement and intervention are identified.

Progress and Target setting

- Individual Targets will be displayed in the front of children's books and shared with parents. Targets will also feature of pupils' target bookmarks.
- To meet age related expectations, children should reach the *secure* step by the end of the appropriate year.
- In SIMS, this means that expected attainment is recorded as Emerging in Autumn, Developing in Spring and Secure in Summer.
- Pupils are expected to make 1 step of progress in each half term.

Marking

Marking work follows the following guidance -

- Marking should be positive and help pupils to progress.
- Moving on comments inform pupils about the next step needed in their work.
- Thorough, "in-depth" target based marking of writing should take place after every extended writing session. This should be fed back to the pupils so that they understand their next steps.
- Marking should be related to the needs of the individual child.
- Significant spelling mistakes should be corrected.
- The style of marking will change to address the varying needs of different age and ability children.
- Where possible marking will take place with the child/group so that immediate feedback and support can be given.
- Oral feedback is of great importance particularly for pupils who are younger or whose reading ability is poor.
- Children must have a clear understanding of the criteria against which each piece of work will be marked. This should be clearly linked to the learning objective of the lesson and the pupils success criteria

- Credit should be given for effort.
- Work should be marked and returned to pupils as soon as possible after it has been marked.
- Self-marking and peer marking will be used when appropriate.
- Pupils are encouraged to read and respond to the marking when their work is returned to them before commencing the next piece of learning.

Pupils are also encouraged to self-assess against the Learning Challenge Question and Success Criteria for a lesson or a series of lessons. This expectation begins as soon as the pupils enter school and is modelled consistently throughout school by all teaching staff. Pupils are given opportunity to discuss their learning at regular intervals and through the introduction of the learning circle they can assess how they have progressed through their learning and then identify what their next step is.

See separate Marking and Feedback Policy

Reporting

Pupil progress is discussed with parents at parents' evenings - these take place during the Autumn and Spring terms. Parents also receive a written progress report. During the Summer term parents are offered the opportunity to meet with the class teacher to discuss their child's end-of-year full written report if they wish to do so.

End of year reports contain details of progress and attainment in all curriculum areas and attendance, including the total number of sessions possible, total of sessions attended and any unauthorised absences. Progress in pupils' numeracy, reading/writing skills is relayed to governors using SATs and optional SATs results.

Equal Opportunities

All children are entitled to a balanced and broadly based curriculum which includes the NC. Teachers must make a balanced judgement between the child's entitlement and a child's Special Education Need. For some pupils it may be necessary to modify materials/procedures used in assessment as outlined in the administrator's information.

Policy Review

This policy will be reviewed by the assessment leader on regular basis and small amendments will be shared with stakeholders through additional appendices. Where substantial amendments are made the policy will be resubmitted to stakeholders for ratification. All new/reviewed policies will be displayed in the staffroom for staff to update themselves with current practise.