



*St. Saviour's Church, Coalpit Heath.*

## **The Manor C of E Primary School**

### **Policy: Assessment**

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**Approved:** \_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

## 1 Rationale

Effective assessment provides information to inform teaching and improve learning. A range of assessments should be employed to ensure the most effective learning opportunities are provided for each child throughout their time in school and to secure increased motivation, opportunities for setting learning goals and the continued raising of standards. Children need regular feedback on their learning so that they understand what it is that they need to do better and parents should receive regular reports on their child's progress and targets in order to support them effectively.

Through this teachers, children and parents can work together to raise standards for all our children.

## 2 Aims

- to enable our children to demonstrate what they know, understand and can do in their work;
- to provide a positive acknowledgement of each child's work and to develop positive attitudes to learning;
- to involve each pupil in their learning and enable them to become more aware of their strengths and weaknesses and what they need to do to improve;
- to allow teachers to plan work that accurately matches the needs of each child;
- to inform target setting for individuals, groups, cohorts, phases and the whole school;
- to promote an understanding of the school's expectations in order to raise standards of achievement;
- to ensure continuity and progression for children's learning within and across year groups;
- to provide regular information for parents to enable them to support their child's learning and to work in partnership with the school;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school;
- to ensure that the legal requirements for assessing, recording and reporting are met;
- to identify trends;
- to inform allocation of resources.

## 3 Assessment in the Foundation Stage

In Reception a broad and balanced curriculum is planned based upon the Early Years Foundation Stage guidance which allows children to learn through play. The Foundation Stage Profile is used to track each child's progress and assess their level of attainment against the Early Learning Goals. Assessment is based on observations of pupils, recording findings in individual learning diaries.

## 4 Types of Assessment

### 4.1 Formative Assessment (Assessment for Learning – AfL)

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. Outcomes and observations are kept in teacher's own records/planning, or the children's own books.

Lessons are planned based upon age-appropriate expectations from the National Literacy and Numeracy Strategies. Clear learning objectives are set and work is differentiated according to teachers' detailed knowledge of each child. Through use of probing questions, guided group work and marking, teachers can make informed judgements about the learning of each child. Pupil work is marked in relation to learning objectives (see Marking Policy). This regular (short-term) assessment enables teachers to adjust planning and provide quality feedback to pupils on progress and next steps; this may be verbal or written feedback. Pupils may be involved in formative assessment through self- and peer- assessment. Pupils should be given opportunities to absorb and respond to feedback.

## **4.2** Summative Assessment

This occurs at regular, defined periods of the academic year when teachers need to summarise a pupil's attainment in a subject. Summative assessment may involve looking at a range of recent work (for example, APP (Assessing Pupil Progress) assessments) or through taking a 'snapshot' of what a pupil can do on a particular day (for example, a test or an end-of-unit assessment task).

Summative tests help teachers in making regular assessments of pupil progress and are of use in determining the overall "best fit" subject level for pupil records and reporting.

In Year 2, teachers are required to make level judgements for Reading, Writing and Maths, which are then reported to the Local Authority. At the end of Year 6, national tests (SATs) are marked externally to provide a level for pupils in English and Maths. Optional SATs are used internally in years 3, 4 and 5 as a tool to support assessment of levels in Reading, Writing and Maths. These are analysed: graphs are produced from the data and trends, strengths and weaknesses are noted and used to inform target setting.

## **5 Target Setting**

**5.1** Curricular targets for Literacy and Numeracy are identified through gaps analysis of APP assessments and other summative assessments. Within each class, targets are differentiated for groups of pupils; children identified as having Special Educational Needs may need individual targets. Targets are shared with both pupils and parents and are reviewed regularly (at least 3x per year). Planning and teaching should take these targets into account.

**5.2** Every school is required by law to set numerical targets in Mathematics and English for attainment at the end of year 6; these targets are based upon prior attainment and set the expected levels of achievement for the SATs tests. In addition to this, targets are set for attainment in Mathematics and English for all KS1 and 2 Year Groups. KS2 targets are based upon Fischer Family Trust (FFT) predictions. Progress is reviewed 3x per year for all children. This enables teachers and senior leaders to track cohorts and identify pupils making slow progress; teachers can then ensure strategies are put in place to support pupils to move forward in their learning.

## **6 Tracking**

**6.1** In the Foundation Stage individual Foundation Stage profiles are started in September to provide us with entry data. Profiles are then updated in terms 2, 4 and 6. Pupil progress can be measured and this provides us with a baseline for tracking individuals throughout their time in school.

**6.2** The following recorded assessments are used to track pupil progress:

- Foundation Stage Profile
- Statutory Assessments at the end of Key Stage 1 and Key Stage 2
- Year 3, 4 and 5 optional SATs (to support teacher assessment)
- Teacher Assessment data in relation to National Expectations; APP is the tool used for this in Literacy and Maths

**6.3** Termly assessments are recorded using SIMS Assessment Manager. This enables teachers and senior leaders to analyse pupil levels; value added scores are also calculated to check that children are making the appropriate progress. Progress of vulnerable groups (eg: SEN children) are noted and these assessments help identify what actions need to be taken.

## **7 Assessment across the curriculum**

**7.1** We plan to deliver Foundation subjects based upon National Curriculum statutory requirements. QCA units are used to support planning in some curriculum areas, for other subjects (eg PE/ RE) appropriate schemes are used to guide planning; assessment guidance in these schemes helps to identify each child's level of attainment.

**7.2** Foundation subject leaders monitor progress in their subject across a 2-year monitoring cycle to check pupils are working at an appropriate level for their age in relation to National Curriculum level statements. National standards files may also be used to support levelling of pupil work in these subjects. For PSHE the SEAL learning objectives are used to assess pupils understanding. In RE, regular whole school assessments are used to make judgements about pupil learning.

**7.3** Lesson plans have clearly identified learning objectives which are differentiated appropriately to match pupils' level of ability. Teachers are encouraged to annotate plans to show those children exceeding or not achieving the learning objectives and use this to inform future planning.

## **8 Reporting to parents**

**8.1** Pupil attainment is reported formally at the end of the Foundation Stage, KS1 and KS2.

**8.2** A range of strategies are used to keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

**8.3** A discussion between parents and teachers takes place twice annually in the Autumn and Spring terms where progress is discussed and targets are shared.

**8.4** In the summer a written report is sent home to parents with comments related to pupil progress in each curriculum area. In this report targets are identified for the following school year. Parents are encouraged to provide written feedback and discuss the report with their child; an opportunity is provided to discuss progress with the child's class teacher if this is needed. Reports should indicate whether a child is working above, within or below national expectations for their age in Maths, English and Science.

**8.5** In Reception, end-of-year reports reflect progress within the six areas of learning of the Early Years Foundation Stage.

## **9 Consistency**

**9.1** When carrying out APP for Literacy and Maths, staff should make use of supportive materials (eg standards files, levelopaedia) to ensure their judgements are secure and consistent with national expectations.

**9.2** Moderation (between staff and by subject leaders and LA representatives) is carried out regularly throughout the year to check accuracy in levelling.

**9.3** Foundation subject leaders use the national exemplification materials to make judgements about the levels of the children's work. These materials are used to support a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

## **10 Monitoring**

**10.1** The assessment co-ordinator is responsible for monitoring the implementation of this policy.

**10.2** The SLT and subject leaders are responsible for tracking and monitoring progress and moderation of levels for Literacy and Numeracy.

## **11 As a result of good assessments procedures:**

### **11.1 Teachers will know:**

- Where the pupils are starting from;
- If the progress the pupils are making is expected, in order for them to reach their challenging targets;
- If the children are making sufficient progress in order to close the gap/reach national expectations;
- Which children need more help and in which areas;
- Which children require extension work;
- If planned activities are well resourced and staff fully utilised to impact upon the progress that children make.

### **11.2 The SLT will know:**

- If pupils are making the progress required for them to reach or exceed their targets;
- If there are any problems with pupil progress or the delivery of the curriculum;
- If the progress of the children in the school is in line with the school targets set with the LA;
- How the school compares with other similar schools nationally;
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children.

### **11.3 Parents and carers will know:**

- How much progress their child is making;
- If their child has any specific problems;
- What the school is doing to help a child with specific problems;
- What they can do to help their child to make progress.

### **11.4 The Governors/LA/Government will know:**

- How the school is performing in terms of progress/attainment and narrowing the gap in relation to national expectations;
- The impact of the SDP;
- Attainment in the school in terms of teacher assessment at the end of KS1 and assessment at the end of KS2;
- How the school compares with similar schools.