



Nether Kellet Primary School

Assessment Policy

Aims and Purposes

The aim of assessment is to identify the needs, achievements and competences of children as an integral part of good classroom practice in order to aid teaching and learning. Information provided by continuous teacher assessment may be reported to individual parents, governors, representatives of the L.E.A., Ofsted and receiving schools.

Implementation

It is the policy of the school that assessment should be an integral part of curriculum planning and provision for it is included in short term planning. The information gained from on-going assessment should then be used to inform future plans.

Formative Assessment

Formative assessments are those that are carried out during the process of teaching and learning and are used to inform next steps and adjustments to teaching.

Assessment for Learning (AfL)

All members of teaching staff in school use assessment for learning which is a focus on formative assessment i.e. assessing with a view to formulating next steps for individual children.

A key principle of AfL is that there are very clear learning intentions for each lesson with clear measures to assess whether these intentions have been achieved (success criteria). A second key principle is that there is reflection by the learners on how well they have achieved their learning and how their learning may be applied to other situations. A third principle is that any marking/ feedback focuses primarily on the learning intention for that lesson.

In summary:

- All teachers identify specific learning intentions for each lesson in their planning.
- These learning intentions are conveyed to the children in child-friendly language during each lesson and these learning intentions are revisited at various points throughout the lesson to reinforce the intended learning. In the case of writing, these may be in the form of lenses that are the focus of sections of writing.
- Children write these learning intentions in their books.
- Success criteria or top tips are agreed with the children during the teaching part of the lesson so children and teachers know whether the children have achieved the outcome.
- Children self-evaluate using grasshopper green and yeti yellow system indicating yellow where they haven't got it "yet" fitting in with the school's growth mindset approach and green when ready to "leap onto the next challenge".
- Children are encouraged to self-evaluate their own learning and to edit, improve and correct their own work.
- Children are also encouraged to work with peers to evaluate each other's work according to the success criteria.
- Marking and feedback by the teacher/ teaching assistant focuses on the learning intention and success criteria in the lesson. (see Marking Policy for more detail)
- Future learning is informed by marking and assessment during the lesson meaning that teaching and learning are adjusted accordingly within lessons or prior to the next lesson.

To facilitate this approach each class is required to display the learning intention and, where relevant, success criteria/top tips visually, to introduce these at the start of each lesson and review them at the end of each lesson. Each class is also required to display the grasshopper green and yeti yellow symbols for children's self-assessment.

Assessment for Learning means that the assessments carried out by teachers and teaching assistants on a continual basis inform planning, teaching, learning, ability grouping, targeted support, etc. Assessment for Learning is the most powerful form of assessment used in improving achievement and attainment.

Summative Assessment

Summative assessments are those that are carried out at the end of a programme of teaching to assess how much children have understood, retained, been able to apply, etc. Summative assessments are useful for tracking children's progress and for gauging children's performance against measures such as NC expected standards. **They should also be used formatively to impact on future teaching and learning and shouldn't be an end in themselves.**

Summative assessments are gathered on a termly basis for all children in school. In writing, children complete a piece of assessed writing at the end of each half term in their Golden Books which are moderated and passed up through school with the child.

Statutory Assessments

Children participate in SATs at the end of both Key Stages and in optional SATs in Years 3, 4 & 5.

EYFS Baseline Assessment is used to assess them on entry to school and Reception children are assessed against the Early Learning Goals at the end of YR.

Children are screened in phonics at the end of Y1. Where children fail to reach the required level in this screening they are screened again at the end of Y2. Continual assessment is used to set the children in phonics and spelling ability groups across the whole school. Frequent progress meetings take place to adjust groupings where required to ensure all children achieve their full potential.

Children are screened in multiplication tables in Year 4.

Children's attainment in Science and RE is reported at the end of each Key Stage.

Teacher Assessment

English and Maths

Teachers use Lancashire LAPs and KLIPs as well as White Rose Maths and Jane Considine criteria to aid assessment in English and maths.

Science and Foundation Subjects

Teachers use our assessment end points for each subject to assess against and these end points are used by subject leaders to aid monitoring of teaching and learning.

Teachers use all assessment information to inform planning, teaching, additional support and challenge as well as deployment of adults.

Tracking of English and Maths Progress

Termly assessments of all children in Reading, Writing and Maths are entered onto a class tracking record by teachers and are inputted by the head onto progress charts which track progress made over specific periods of time and towards targets. As assessment data is inputted adjustments to end of year targets are made where appropriate to ensure that there is always appropriate challenge and aspirational targets.

Pupil progress meetings between teachers take place regularly on an informal basis and formally every half term. These meetings focus on tracking data and discussions take place around required interventions and progress of individual children. There is a particular focus upon the progress of specific groups of children: girls, boys, AGT, FSM, SEN, those receiving intervention support, etc.

Tracking data is actively used by teachers and TAs to inform groupings of children, planning, teaching, targets and also interventions and IEPs.

Children with Additional Needs

Children who are receiving additional support through intervention, both those on the SEN register and those not, are monitored continually with regards to progress made linked with interventions taking place. The interventions are adjusted, started or ceased in response to these assessments.

Target Setting

Children have targets set within every lesson in the form of the learning intention and expectations conveyed by the teacher for each ability group.

In order for the children to be fully aware of their next steps in writing they are each placed on a Learning Journey for writing using steps from 1 to 9. Children are encouraged to judge for themselves whether they have achieved their step on the learning journey and to find evidence in their work. Teachers and teaching assistants review learning journeys on a regular basis and assess children's achievements against them. Conference marking of children's work (marking with the children) focuses on both the lesson's learning intention and also on individual children's targets.

Children also progress through a Learning Journey from step 1 to 13 in mental maths skills. They are assessed against these 1:1 by a member of staff on a weekly basis and are rewarded by seeing the head teacher when progress to the next step is attained.

Each child has targets set for their attainment in reading, writing and maths. These targets take the form of E - Expected, G - Greater Depth, W - Working towards with specific targets for children with SEN who are working below this level. These targets are based on prior attainment and are aspirational - aimed at ensuring all children achieve their full potential.

Targets for cohorts of children are made in Y5 for the end of Y6. These take the form of:

% of children who will attain National Standard

% of children who will attain Greater Depth of Understanding

% of children who will make average points score progress from the end of KS1 to the end of KS2.

% of children who will make more than expected progress from the end of KS1 to the end of KS2

EYFS Assessment

From September 2020 statutory Baseline Assessment will be in place for the start of Reception year. Assessment in EYFS is undertaken by on-going observation by FS staff. 80% of assessment is based on observations of children applying understanding through continuous provision. 20% through adult-directed tasks. Learning Journeys are kept for each individual child,

these track progress through a selection of photographs, work samples and comments by FS staff. Children's progress is formally measured as part of the EYFSP (Early Years Foundation Stage Profile) on a termly basis where children are measured against early childhood stages of development. Frequent discussions take place between FS staff and the head to gauge the children's progress and adjust provision accordingly (e.g. focus 'challenges' on specific aspects of the FS curriculum where attainment is lower in these areas).

The Role of the Assessment Coordinator

The assessment coordinator role is carried out by the head teacher. She is responsible for staff development related to assessment and the use of assessment data.

Secondly, the assessment co-ordinator works with the curriculum co-ordinator to ensure that assessment provision is made in the policy documents and planning stages of all subjects.

Thirdly, the assessment co-ordinator ensures that there is consistency within school between teachers and outside the school between schools. This will take the form of rigorous moderation both within school and between schools.

Finally, the assessment co-ordinator is responsible for overseeing the correct administration of SATs at both key stages and the submission and checking of data related to SATs, EYFSP assessments and phonics screening to ensure its accuracy.