



Assessment Policy

Larkrise Primary School

September 2017

Rationale - The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Larkrise Primary School
- provide clear guidelines for the implementation of the policy - make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment All assessment should:

- ◆ enable individual pupils to make progress in their learning
- ◆ relate to shared learning objectives
- ◆ be underpinned by confidence that every child can improve
- ◆ help all pupils to demonstrate what they know, understand and are able to do
- ◆ include reliable judgements about how learners are performing, related, where appropriate, to national standards
- ◆ involve both teacher and pupils reviewing and reflecting upon assessment information
- ◆ provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these

- ◆ enable teachers to plan more effectively
- ◆ provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels
- ◆ enable parents to be involved in their child's progress

Roles & Responsibilities Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Coordinator is responsible for ensuring that:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets (newly modified ISP sheets)
- summative assessment tasks are carried out and that the resultant data is collated centrally.
- all staff are familiar with current Assessment policy and practice.

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment through Pupil Progress meetings
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Coordinator are jointly responsible for:

- holding teachers to account for the progress individual pupils towards their end-of- year targets at mid-year and end-of-year pupil progress meetings

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation Senior managers and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments and Year 6 writing assessments are moderated every three years by the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Assessment Policy – Appendix 1

Summative Assessment

What is it?
This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p><u>Statutory Assessments:</u></p> <p>Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils will carry out a Maths assessment, Reading assessment and SPaG assessment. Writing assessment will remain teacher assessed.</p> <p>In Year 1 children will take the National Phonics test. Any children who fail the test will carry out a retake in Year 2.</p> <p>Pupils in Reception are assessed throughout the year using the using the assessment strands in the the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters- At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against against which to compare a child, group of children or schools performance</p> <p>Children will be assessed on whether they are beginning to work towards a the ARE (age related expectation for their age group), at the ARE, exceeding the ARE.</p>

<p>which to compare children's performance.</p> <p>These statutory assessments take place in the summer term. The LA produce reports comparing the school to similar schools contextually in the county and country and compare to LA and National data.</p>	
<p>Non – statutory Assessment tests</p> <p>At Larkrise for the 2015-2016 year we will be trialling the PUMA and PIRA testing schemes. These can be administered in age appropriate ways for the different Year groups, Y1-6. Children will have 3 assessment points throughout the year in which their skills will be measured (according to the New Curriculum) to gain a snap shot picture. See assessment calendar.</p> <p>Children will also be provided with a SPaG assessment test in Y2-6.</p> <p>These assessments will take place in October, February and May/June.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the year.</p> <p>This tests will be used to further inform a teachers assessment of pupils.</p> <p>It is our aim to eventually stop using non-statutory assessment materials and to focus primarily on formative assessment methods to ensure our teaching and learning is the best it can be, however, we feel that it is important to have some summative assessment during this first year of transition to the New National Curriculum.</p>
<p>Baseline Assessments:</p> <p>Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters)</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms.</p> <p>They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Mid-Year Teacher Assessments:</p> <p>Teacher assessments using Assessment for Pupil Progress Larkrise I can statement descriptors for levels of attainment in Reading, Writing and Mathematics and SPaG are made in Term 1 (September), Term 2 (December), Term 6 (July).</p>	<p>Schools use these to make the End of Key Stage levelling easier and to monitor progress during the year.</p> <p>To provide information to parents and to the next year's teaching team.</p>

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.

'If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,'

(Shirley Clarke, Unlocking Formative Assessment, 2001)

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment.

The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives</p>

<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>

Reviewed September 2017

Next Review – September 2018

Signed.....(Chair of Governors)

Signed.....(Headteacher)