

Assessment Policy

Agreed: Autumn 2019

Review Term: Autumn 2021

Aims

Our aim at Larkrise Primary School is to produce **confident, curious, creative**, independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently, the strategies used within this policy and our 'blueprint' for learning and teaching, can have a considerable impact on raising achievement. We believe the key purpose of assessment is to move all children on in their learning in order for them to be the best they can be. No ceiling should be placed on any child and high expectations should be set at all times.

Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to be clear and understand their own learning needs 'where they are, where they are going and how they are going to get there' the pupils will understand what they have to do to reach end of Year and key-stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

Principles

The principles that underpin assessment at Larkrise are:

- Every child can achieve: teachers at Larkrise have the mind-set, 'What do I need to do next to enable child in my class to achieve?'
- The Early Years Foundation Stage Profile and the National Curriculum objectives will be used as the expectations for all children.
- Most pupils will make age appropriate progress – 12 months in 12 months, those who need to 'close the gap' will be required to make more progress.

- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why through their Learning Journey. Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

Procedures

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

- self and Peer assessment;
- next step marking (see feedback policy);
- learning conversations;
- rich, probing questioning;
- all evidence 'stuff' is kept and assessed;
- low stakes quizzes.

Teachers are advised to not plan maths and literacy lessons for a whole and instead just plan 1 or 2 days to ensure that teachers are responding to the needs of the children.

Tracking progress and data snap-shots

Years 1 – 6

Progress is 'Knowing more and remembering more'.

In order to inform Raising Achievement Plans (RAMS), 'data check-points' take place at class, phase and subject level two times a year, at the beginning of the spring term and the end of the summer term. These are informed by teacher assessment against National Curriculum objectives for writing and PUMA, PIRA and GAPS papers for mathematics, reading and SPAG.

English (reading and writing) and maths:

Assessment points take place for reading, writing, and mathematics. Pupil's attainment is shown on 'mark-sheets'. For reading and maths, progress is tracked using age standardised scores, from starting points (from October half term):

- Three 'assessment points' per year, December, March and June (earlier for those year groups who have statutory end of key stage assessments)

Progress will be measured in two ways:

- Against end of key-stage starting points 2 Age standardised scores convert a pupil's actual score in a test (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age. The average score is 100. A higher score is above average and a lower score is below average. About two-thirds of pupils will have standardised scores of between 85 and 115, so scores outside this range can be regarded as exceptional.
- In-year, standardised score to standardised score
- Years 1-6 Use of Benchmarking termly, for assessing reading ability and assigning texts by book band
- Years 1-6 teacher assessment of writing using the Larkrise writing grids.

Science, Computing, PE, Music, French, Geography, History, Art, Design and Technology, RE, and PSHE

The Larkrise Curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned progressive curriculum. Pupils self-assess against the intended key knowledge and skills for each learning challenge. Teachers make a summative assessment at the end of the year against the criteria of the National Curriculum for each key stage.

Every child at Larkrise has a once a term learning journal. This journal tracks progression in the non-core subjects every term from Reception to year 1. Within this journal children are asked to sketch a still life picture, plot history coverage on a time line, demonstrate how their mapping skills have improved and write their own synopsis of the learning and skills they have acquired that term.

Early Years - Nursery & Reception Class teacher's use a combination of the EYFS profile and a baseline assessment to measure children's progress, termly.

Baseline:

- By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning. A baseline assessment will take place by October half term.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of the Reception Year
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:
 - Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.

- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception Years are assessed against the Prime and Specific areas of Learning in the EYFS profile, these are recorded on our on-line system, SIMS. Assessments are based on observation of daily activities and events. At the end of Reception for each early learning goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are be used for comparison. The following formal summative assessments take place at Larkrise:

- Puma, PIRA and GAPS tests for reading and mathematics, Years 1 -6, three times per year
- End of key-stage assessments – Year 2 and 6 (summer term)
- Phonics check, Year 1 (and 2 for those who didn't meet the required standard in Year 1)
- Multiplication check, Year 4
- Early Years Foundation Stage Profile (summer term) • Benchmark Reading (at each assessment 'snap-shot')
- Diagnostic tests (spelling age and reading age) for targeted children (as required). All PPG and SEND children will have a spelling age and reading age diagnostic test in September and June.

Moderation and Standardisation

- Weekly PPA meetings are used to moderate within each phase.
- Cross Phase moderation will take place at least once each term.
- Cross-school moderation will take place at Year R, 2, 4 & 6 at least annually.
- When selected, Local Authority moderation also takes place.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to Parents

- Annual report to parents
- Discussion with parents at pupil progress meetings PPG and SEND children have additional meetings

- 3 times a year Reporting to Governors
- Head teacher's report to Governing Body termly. Monitoring and Review Monitoring procedures are the responsibility of the Governing Body, Leadership Team and subject leader.

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