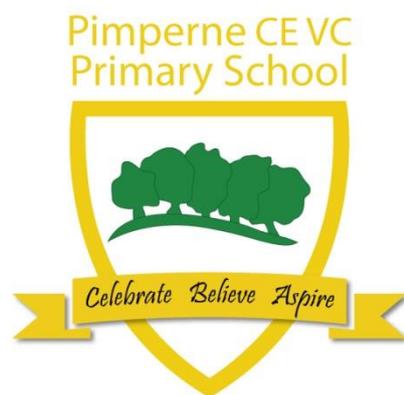


Pimperne Primary School



Assessment Policy

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THE NATURE OF ASSESSMENT

Assessment is the evaluation of children's work to provide information on their actual progress and attainment, to define the next steps in their learning, to inform curriculum planning and to evaluate the effectiveness of teaching.

Assessment can be carried out in a variety of ways to provide evidence in a range of contexts over a period of time. It provides information that can be used to inform and evaluate practice at a range of levels; for the individual child, for the individual teacher and for the whole school. It operates over varying time scales and influences both short-term and long-term practice.

AIMS

The aims of assessment are:

- To provide a means of evaluating children's work and progress, using clear criteria, across the curriculum and school
- To inform curriculum planning
- To recognise children's achievement and encourage self-reflection and evaluation
- To provide evidence to evaluate the effectiveness of teaching, both for individuals, groups of children and across the whole school, in particular curriculum areas or across the breadth of the curriculum and thus to direct efforts to improve the standards obtained
- To relate attainment and progress to national standards
- To enable meaningful and objective information on attainment and progress to be reported to interested parties such as parents, colleagues, governors and receiving schools
- To identify the ability of all children (SEND, More Able and Talented, Low Previous Attainers and Disadvantaged groups) to ensure that teaching and learning tasks contain the appropriate challenge and support for individuals

DEVELOPMENT OF PRACTICE

Assessment continues to be a focus of school development. Existing practice is evaluated regularly and at least annually and developed to provide an effective means of supporting both children's learning and school improvement. The school assessment system is in a period of adaptation and review is being updated regularly in light of national changes and school effectiveness.

TYPES OF ASSESSMENT

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to accelerate pupil progress and raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Strategies include: observation, peer marking, self-assessment using 'I Can' statements, WINKs, traffic lights, pupil feedback and many others. This begins in the Early Years Foundation Stage and is built upon through Years 1-6.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, term, year and key stage. In the Early Years Foundation Stage assessment is compared against the Early Years Foundation Stage Profile and outcomes drawn against the Early Learning Goals. The individual child's development is carefully tracked at least termly and progress towards the Early Learning Goals is tracked individually for each child.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Children respond to feedback either verbally or in written form when they see it.

PUPIL PROFILES

The online assessment system is used for writing and maths to maintain an overview on each individual pupil progress against each objective and ARE. This data is regularly shared with parents.

PLANNED ASSESSMENTS

There are also formal planned assessments of children in school in response to national requirements.

In the Early Years Foundation Stage (Reception Class) the children are assessed at both the beginning and end of the Reception Year. Initially (September) against the Reception Baseline and finally (July) against the Early Years Foundation Stage Profile - Early Learning Goals (ELG's). At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) children are assessed through SATs tasks, tests and through teacher assessment. In Years 3, 4 and 5 teachers may use optional tests to support teacher assessment. At the start of year 5 children will take CATs tests (if needed) to help with the target setting process and identify a child's potential.

The outcomes of these assessments provide evidence of the children's learning against local and national standards (Raiseonline and Dorset Data) and inform both planning for their new learning and also the school's own review of its teaching. A comparison with predetermined benchmarks informs target setting for school improvement (see Raiseonline). The school is developing individual target setting, using 'I Can' statements, based on the age related expectations (ARE) of the children and expected interim national standards. We carefully monitor contextual value added to ensure our expectations of the children are high enough. Fischer Family Trust (and CATs Year 5) information supports our target setting process.

Children's progress is tracked throughout the year during family pupil progress meetings, by uploading teacher assessment data to Pupil Pathways and by the completion of spelling and reading tests (Salford for whole class and , in addition, YARC for those causing concern) to ascertain both standardised and age related achievement. Each year group has an Assessment Folder which holds the records for pupil progress and attainment. This is used in the transition process and informs discussion between staff, ensuring a consistency towards effective target setting and assessment procedures. Termly Target Setting/Pupil Progress meetings are scheduled and progress data discussed. Teachers highlight the need for any intervention support each half term, either in class or out, to enhance a child's progress.

Samples of assessments are moderated both within the school by staff and within the Blandford Schools Network. Co-ordinators ensure that they have an overview of their subject and monitor work, through the scrutiny of books, from a range of abilities across all year groups.

PLANNED ASSESSMENTS

We have an annual timetable of planned assessments. See class based 'Assessment Folder' for the 'Assessment Calendar'. This is reviewed annually.

ASSESSMENT FOLDERS

Tracking/Target Setting

At the end of each half term, class teachers tracking sheets are to be completed in Reading, Writing and Maths against ARE.

English

Writing

Half Termly - Each half term teachers will complete an E/D/S judgement in their Assess folder for each child, on all statements in the Age Related Expectations (ARE). They will consider their judgement from a range of work over the half term. An 's' judgement will only be given if the objective is consistently achieved.

Yr R use the Early Learning Goals as a means to assess end of year attainment.

Spelling

Yr 1-6 Single Word Spelling Test (SWST) September/June. Results to be entered onto data sheet. It may be deemed necessary to use the SWST as an interim measure for children who have needed intervention support and therefore a test should also be carried out mid year. In addition, the Year 1 & 2 Phonics Screening Check takes place in June. Half Termly assessment of Age Related Expectations (ARE) in spelling and grammatical uses of spelling are carried out in each year group.

Reading

Year R use the Early Learning Goals as a means to assess end of year achievement. Years 1-6 use the Salford Individual Reading Test in September and June. If standardised scores are noticeably lower than age related expectations then the class teacher will use the York Assessment of Reading for Comprehension (YARC) in order to diagnose more specific areas for intervention support in September, February and June.

Mathematics

Formative Assessment tasks can be carried out at the beginning and end of units of work to inform planning and groups. Each half term, teachers will make an EIDIS judgment against each ARE objective. This gives a clear picture of progress or need for further focus. A 's' judgement is only given if the child is applying the skill independently to a range of contexts.

End of year optional SATs tests and recorded on target and tracking sheet.

KS1 Half termly recorded overview assessment of Mathematics.

Science

Class overview to be completed for transition (Years 1-6).

Formative assessment is carried out in lessons and significant comments recorded by teachers. Teachers may choose to administer half termly overview assessments or assessments at end of science units.

MORE ABLE AND TALENTED PUPILS

Identification

The identification of More Able and Talented pupils forms part of a continuous whole-school process of assessment. Its purpose is to identify specific potential in order to plan for the teaching and learning needs of each pupil within our school. More Able and Talented pupils will be identified on the school's More Able and Talented Register. This register will be reviewed annually. A child who is secure in the ARE for their year will be considered to need further challenges to deepen their understanding, skill application and use.

Responsibility

It is the responsibility of the class teacher to ensure their planning provides opportunities for More Able and Talented pupils and that they are provided with opportunities to develop their strengths. It is the responsibility of the subject coordinators to ensure this provision is challenging and is clearly identifiable within the

teacher's planning. Teaching staff should aim to utilise appropriate resources to develop opportunities for these pupils. This will be monitored through planning, observations, scrutiny of pupil work and pupil interviews.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children who experience difficulties across broad aspects or in specific areas of their learning will be assessed. The need for additional support will be identified, provision put in place and continuously reviewed. Teachers should ensure that classroom assessment tasks and methods enable children of all abilities to demonstrate their learning through the use of appropriate materials or strategies. Assessment will take place more regularly through the use of Individual Provision Maps or Intervention Plans.

REPORTING TO PARENTS

Teachers are available to see parents at a mutually convenient time by arrangement to discuss matters of concern. During the Autumn and Spring term, Parent consultation evenings offer the opportunity to discuss the progress and next steps of each child. Parents have the opportunity to discuss 3 further areas of their choice, by returning a response form prior to their meeting. Staff will arrange to see all parents twice a year to discuss their child's progress. In addition, all parents will receive a written report towards the end of the summer term and the opportunity to meet with the class teacher. The report indicates the curriculum areas covered and informs parents of the child's progress and the next steps in the child's learning. Opportunities for Home Learning and support in individuals next steps may also be raised as a point of discussion with parents. Parents of children at the end of Early Years Foundation Stage 2 (Reception), Key Stage 1 and Key Stage 2 also receive a written record of the Statutory Assessment Tests (SATs) results. Parents whose children receive SEND support or Interventions will be offered time at least termly, outside of Parents Consultations to discuss and review the plans in place.

ROLES AND RESPONSIBILITIES

Classroom teachers are responsible for the planning and integration of assessment in their everyday teaching. They are responsible for carrying out periodic assessment as agreed and maintaining records. They participate in moderation meetings and contribute to policy development.

Teachers in Reception, Year 2 and Year 6 are responsible for carrying out statutory assessment. All class teachers are responsible for reporting to parents.

Subject Co-ordinators are responsible for maintaining an overview of progression and standards in their subject areas, particularly in English, Maths and Science. It is the responsibility of subject leaders to support teachers in the provision of an extended and challenging curriculum for children who are More Able and Talented and provide support for children with SEND.

The Senior Leadership Team has a combined responsibility for Assessment, with Subject Leaders having further responsibility for their own subject, and the SLT and will attend training and keep up-to-date with national initiatives and changing requirements.

The Headteacher is responsible for the overall development of Assessment in the school, as part of the process of school development. The Headteacher co-ordinates overall monitoring of the curriculum in conjunction with subject leaders.

The Headteacher and governors are responsible for the provision of human and financial resources.

This policy was reviewed in September 2016.
This policy will be reviewed in September 2017.