

Countess Gytha Primary School Assessment Policy

February 2016

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. Information gained from assessment enables us to plan lessons which meet the needs of all children as part of the integral cycle of teaching and learning. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher, Governors, Local Authority, School Improvement Partner & OFSTED with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We plan a curriculum which follows the National Curriculum for England, and our assessment practices reflect this, and allow us to monitor the progress and attainment of children against the Key Performance Indicators (KPI's) within the academic year that they are in.

We plan our lessons with clear learning objectives and strive to ensure that all tasks set are appropriate to each child's level of ability. We note those individual children who do not achieve at the expected level for the lesson, and those that are easily grasping the concept and need more challenge, and use this information when planning for the next lesson.

KPI's are placed in each child's English & Maths books and reviewed at the end of the lesson or series of lessons. We also use an assessment grid in the core areas of Reading, Writing and Maths which allows us to pinpoint a child's progress and attainment each week, and plan for interventions, when needed for individuals or groups of children.

This on-going assessment enables the teacher to plan work that meets the needs of all the children in the class and adapt as appropriate. It also encourages the pupil to be more involved in assessing their own learning and know what is needed to improve in order to achieve the next step.

Our language in relation to assessment:

We have a consistency in the language that we use across the school, and within our learning partnership of the 9 feeder schools which feed in to Ansford Academy. Key terms are as follows:

WT – *Working Towards:*

A child hasn't achieved some of the KPI's.

ARE – *Age Related Expectations:*

A child is meeting the expected level for their age, and has achieved 100% of the KPI's taught.

GD – *Good Development:*

A child has achieved ARE, and has demonstrated an ability to work in great depth.

Target setting:

We set numerical targets for all our children during each academic year. These are shared with governors, early in the academic year. We review the progress of each child termly in pupil progress meetings and record their attainment on our monitoring sheets. We monitor progress towards their targets and seek to tackle any signs of underachievement.

We also set curricular targets in Maths and English for individual children and review these on a regular basis with them, these are in the front of their books. The children are encouraged to be actively involved in assessing their own progress and that of their peers.

Recording:

We use a variety of methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We complete observation records noting particular gains in learning for individual children as well as group records for activities like guided reading and records of intervention activities and specific learning programmes undertaken by certain groups of children, particularly those with SEN, and pupils who receive the Pupil Premium Grant.

Weekly lesson plans and evaluations on our assessment tracking sheets identify those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is no need to record this. We use our annotated lesson plans and evaluations on our assessment tracking sheets as well as the children's books as a record of progress measured against the learning objectives.

Summative assessment – (Assessment of learning)

The school follows the DFE guidance on which assessments key groups of children take part in. These are as follows:

Key stage 1

Key stage 1 tasks and tests cover:

- reading
- writing
- speaking and listening
- maths
- science

The tasks and tests are taken when the school chooses.

Your child's teacher will use the child's work (including spoken work and homework) to work out what level your child is at in each area.

You can ask for the results but they're only used to help the teacher assess your child's work.

Key stage 2

Key stage 2 tests cover:

- English reading
- English grammar, punctuation and spelling
- maths (including mental arithmetic)

The tests are taken in mid-May and last under 5 hours 30 minutes in total. You'll get the results in July. If your child is demonstrating higher achievement then the Head Teacher may put them in for extra tests.

When your child reaches the end of key stage 2 the school will also report on your child's progress in English, maths and science.

In addition to these national tests, we also assess children in Years 1,3,4 and 5 during summative assessment weeks, which are planned in three times each year (Years 2 and 6 will take part in these weeks too). During these tests, the class teacher will administer tests in Reading, SPAG (Spelling Punctuation and Grammar) and Maths.

Assessment in the Foundation Stage

Formative assessment

Children enter school with an abundance of energy and are eager to learn. Staff working within the Foundation Stage capture the progress children make through observing. The observations are then linked with Development Matters statements to give guidance for next steps for individual children but to also support the continuous provision.

'Tapestry' (an online learning journal) is used as a tool to link observations with the Development Matters and Characteristics of Effective Learning statements. Parents are given a login to access observations and can upload observations themselves.

Summative Assessment:

A Baseline Assessment is completed during the first few weeks of entering Reception; this is to assess what the children already know and can do. Children's progress in the Foundation Stage is tracked in December, March and June through the age bands and the age bands are sub-levelled into 'within' and 'secure' to give a best fit judgement. During the summer term, the Early Years Foundation Stage Profile is completed. Children are assessed against the Early Learning Goals and are given 'entering' (1), 'expected' (2) or 'exceeding' (3) for each of the seventeen areas.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

In the Autumn and Spring terms we offer parents the opportunity to meet their child's teacher at a parents consultation meeting after school. At the first meeting of the school year we consider the targets that we have identified for their child. At the second meeting of the year we evaluate their child's progress towards their targets and identify next steps.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write comments and give attainment against all subjects of the National Curriculum and on religious education as well as grades for effort and attitude to learning. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also invite parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the attainment in the national tests and offer parents of pupils in the Foundation Stage the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

Teachers give parents regular class newsletters which identify the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have agreed marking procedures (see feedback / marking policy), to ensure consistency throughout the school.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback in the plenary at the end of the lesson or occasionally at the beginning of the next lesson, so they can make a response. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages and aim to make marking relevant ie when marking Science we should comment on the Science rather than the English aspects of the work. (see marking policy for more details).

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils.

Monitoring and review:

The school assessment leader (Ted Wright) is responsible for monitoring the implementation of this policy.

The policy will be reviewed annually.

Date of this review: February 2016

Date of next review: February 2017