



Assessment Policy

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“Assessment is the judgement teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.” OFSTED

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills for them to achieve their maximum potential. It is a progressive process which assists teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

Aims

- To define each child’s ability, including strengths and weaknesses: what the child knows, understands and can apply.
- To ensure early identification of children with special educational needs.
- To inform future planning and target setting, ensuring that there is differentiation in our planning and teaching, enabling continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, parents and other educational agencies.
- To comply with statutory requirements.
- To provide learners with the opportunity to review their work, to self- assess and to set future targets.
- To raise the expectations of learners, teachers and parents in an effort to achieve the highest possible standards for each child.
- To recognise and celebrate the achievements of all children.

Principles of Assessment

Children need:

- To know what is expected of them and how to achieve it;
- To know short term, achievable targets;
- To feel involved and valued;
- To know to assess their work and the work of others using peer and self-assessment against subject specific expectations;
- To have their achievements recognised.

The school needs:

- To plan for assessment;
- To integrate, where possible, assessment and curricular planning;
- To set up consistently applied assessment procedures;
- To ensure dissemination of information to parents and children, where appropriate.

Teachers need:

- To include assessment for learning as part of their effective planning of teaching and learning;
- To be flexible to respond to the initial and emerging needs of all children;
- Provide feedback, both verbally and through marking, to ensure the children know how they can move towards achieving their target;
- To equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Parents need:

- To feel involved in and informed about their child's progress;
- To feel confident in the procedures established by the school.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Inclusion Leader. The Inclusion Leader and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her potential.

Strategies for Assessment

- Observation – watching the children on task. This could be in: individual work; small group/interactive situations; whole class situations; interaction with adults.
- Questioning/discussion with the children.
- Examining children's written work.
- Marking work according to the marking policy.
- Moderation of work with peers
- Big Maths challenges
- Spelling and vocabulary tests
- Entry and Exit tasks
- Testbase questions
- Collins Big Cat Reading Assessment Tool

Formal Assessments

Years 3, 4 and 5 will carry out formal assessments in October, February and June of each year. PiXL standardised assessments will be used termly to help us track a child's progress throughout their time in school and also compare their progress to the progress of children nationally whose schools use PiXL assessment (approximately 480 schools). All children who entered KS2 at Working Towards (WTS) and above are expected to access the termly assessments.

Year 6 will carry out formal assessments in September, November January and March before the end of Key Stage assessments in May using previous end of Key Stage 2 assessments. All children who entered KS2 at Working Towards (WTS) and above are expected to access the termly assessments. Learner data will be compared to PiXL school nationally.

Assessment analysis

After each round of assessments, question level analysis will be carried out to identify individual, group and whole class areas for development. PiXL will generate reports for individual learners; the cohort as a whole and the national picture.

Learners progress meetings will take place after assessments. In these meetings teachers will be asked to identify, using standardised scores to help them, children they feel are falling behind, their barriers to learning and what quality wave 1 teaching will be put in place to help narrow the gap.

Age Related Expectations (AREs)

Children have subject specific age related expectations (AREs) stuck in their books for reading, writing and maths. Expectations are numbered and should be used as a planning, assessment and marking tool by teachers.

The WALT (learning objective – We Are Learning To) will link to an ARE, or part of an ARE. Children will record the ARE number next to the WALT. If a teacher believes the ARE has been achieved, they will circle the ARE. This will then be recorded on the record sheets at the front of children's books.

The majority of children will be working towards age-related expectations. However, in some individual cases, these expectations would not be suitable for a learner . Therefore, teachers will use age-related expectations from another year group or the pre-key stage expectations. If a learner is not accessing the year group curriculum, the Inclusion Leader must be made aware of this.

PiXL

At the end of each assessment window, scores for maths, reading, grammar, spelling and punctuations are recorded on PiXL via the question level analysis. PiXL will then calculate the percentage of children scoring within each grade band and compare this to PiXL schools nationally.

Children working below the standard of the year group

Those children who entered KS2 as Below (BLW) or Pre Key Stage (PKF) may not be able to access the termly assessments or meet the year group age-related expectations (AREs). In the majority of cases, these children will have a My Support Plan (MSP) or Education Health Care Plan (EHCP) which will identify the areas of the curriculum they are working on. If a child is unable to access the assessments, it is expected that they have received a differentiated curriculum in class from their peers. Teachers will then use this information alongside the pre-key stage standards to show the progress the learner has made.

If children are not to sit the assessments, discussion must take place with the Inclusion Leader or Deputy Headteacher before the assessment period begins.

Writing Assessment

Writing assessments are based on teacher judgement using the AREs to support these judgements. Writing assessments are ongoing. Year group meetings and staff meetings, as well as moderation with the BBEST partnership, are used to ensure consistency across classes and year groups.

Reading Scheme

We use the Collins Big Cat reading scheme within school. Children who did not pass the KS1 phonics assessment are given phonics based books based on the phase they are working on. Phonics intervention takes place every afternoon for children in year 3 and 4 who are not secure.

Reports

Parents receive a written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the National Curriculum objectives using the headings: working towards, working at, working at greater depth. As well as recognising personal and social development and achievements.

Evidence

Formative records

- Expectation documents completed in children's books
- Marking comments in exercise books.

Summative records

- Termly and end of year test results
- Summer reports
- Provision Maps
- Integris (maths, reading, writing and grammar, spelling & punctuation)
- Moderation meetings
- Group Lists (Maths, English, Guided Reading and Spelling)
- Reading Records
- Reading stages

Foundation Subjects

Knowledge organisers are used alongside key questions and low-stake quizzing to assess children's understanding in science, history and geography and we are aiming to introduce this approach across all foundation subjects.

Work Scrutiny

Whole school work scrutiny, involving book scrutiny and learner interviews, are carried out in all subjects on a termly basis.