



FLASH LEY COMMUNITY PRIMARY SCHOOL

& NURSERY

ASSESSMENT POLICY

Produced by: Mrs. K. Fenton – Deputy Headteacher – July 2021

Approved by:

To be reviewed: July 2022

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 Flash Ley Community 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

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 teachers/SLT with information to evaluate their 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 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 SLT. These outcomes will be shared with parents at Parent Consultation Meetings and in each pupil's Termly Report.

SLT including the Headteacher are jointly 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 on their Raising Attainment Plan(Marking/*National Curriculum/Headstart/White Rose Hub/SIMS*).
- Summative assessment tasks are carried out termly and these are used in conjunction with TA to form an overall judgement for a child.
- An in-depth analysis of the whole school data. This is shared in an SLT meeting for all leaders to understand key lines of enquiry for following term/pupil progress meetings.
- All staff are familiar with current Assessment policy and practice.

The **SENCO** is responsible for:

- Analysing pupil progress data and attainment, including individual pupils and specific pupil groups with SEND/PP.
- Tracking children who have been identified by the class teacher as vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups identified as having SEND/PP.
- Using teachers RAP (rapid attainment plan) Documents to track success of interventions half termly.

The **Headteacher and the Deputy Headteacher** are jointly responsible for:

- Monitoring standards in core and foundation subjects with support from subject coordinators.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils are making towards their end-of-year targets at half termly pupil progress meetings.

Subject Leaders/Phase Leaders are responsible for:

- Ensuring all staff are familiar 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 the relevant stakeholders.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.
- Producing termly report to audit their subject/phase.

Governors are responsible for:

- Ensuring head teacher is held to account for accurate assessments.
- Ensuring they are aware of how teachers collect assessment data and how it is used to inform children's next steps.
- Asking for reports which give clear understanding of whole school progress and attainment.
- Sharing reports on whole school progress and attainment in full governors meetings.

Moderation and Evaluation

Policy and practice will be reviewed regularly with staff. EYFS/Key Stage 1 and 2 assessments can be moderated externally by the Local Authority. School Internal Moderation will occur half termly in the 3 core areas and External Moderation will occur from County representatives as well as any schools we are currently working alongside (primary/secondary/cluster/DFE funding) New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Assessment and EAL

Children who arrive to Flash Ley with an additional language/limited English language are assessed under the framework NASSEA (The Northern Association of Support Services for Equality and Achievement). While their data will still be recorded on SIMS along with the rest of the school; to show progress we will use the NASSEA framework to track learning. For more information please refer to the EAL Policy.

Types of Assessment:

Summative Assessment

What is it?

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

- These formal summative tests occur each term and are recorded on SIMS.
- We use tests NFER/Headstart/White Rose Hub/Previous Years SATs Papers/Sandwell) which produce information to identify individual and class gaps that feed directly into the next steps, individual targets and planning.
- These outcomes are communicated to both pupils (through effective dialogue) and parents at parents' evenings (Autumn and Spring Term) and termly reports are sent out at the end of term.
- Subject leaders (core) will use the whole school outcomes to identify patterns and conduct an analysis of the assessments to inform whole school or phase training. They produce termly impact reports on their subject/phase to analyse outcomes.
- SLT will carry out comparative data comparisons to ensure that the school is on track to meet national expectations (or beyond).
- Statutory testing occurs at the end of Year 1 (Phonics), Year 4 (Multiplication Check), Key Stage One and Two to provide a national comparison between schools.

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.

- This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. It could include any of the following strategies:
 - ❖ Targeted questioning
 - ❖ Adapting lesson plan to meet the needs of the pupils
 - ❖ Changing future lessons based on outcome of previous lesson.
 - ❖ Using appropriate resources to meet the differing needs within a class.
 - ❖ Differentiating marking to make it effective for the child.
- Staff use the marking policy to ensure work is marked daily and provides clear advice on how a child can improve their work.

Assessment in the Early Years Foundation Stage

On their entry to school children will be assessed against the prime areas of learning: Communication and Language, Physical Development and Personal, Social and Emotional Development. This will be done through observations by the children's assigned key worker. This information about each child will help us make an immediate and swift judgement about any children not working at a 'typical age'. This information will then allow us to track progress, inform planning, set targets and aid early identification of special needs. Children are continually assessed through meaningful interactions throughout the day to ensure that the next steps in learning are appropriately planned and progress is maximised. Non statutory documents such as 'The Development Matters' documents and 'Birth to 5' will be used to support practitioners' judgement as to whether a child is working at or below age related expectations. Our areas of learning are below:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

A Good Level of Development (GLD)

From 2013, children are defined as having reached a GLD at the end of the EYFS if they achieve *at least* the 'expected' level in:

- the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the ELGs in the specific areas of mathematics and literacy

Please note that a GLD is a measurement of attainment not progress.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's plans
- Children's work/ books
- Teacher's notes e.g. annotated plans
- SIMS termly report sheets for reading, writing, maths.

- Pupil progress meeting records that includes a review of groups identified (including SEN/Pupil Premium/More Able) on Raising Attainment Plans (RAP)
- Early Learning Profile
- A written report on the Characteristics of Effective Learning for each child is sent to parents at the end of the Summer term. Two face to face parent consultations take place in Autumn and Spring.

Reporting

Reports promote and provide:

- Good home /school relationships.
- Information for parents at termly parents' evenings.
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, three times a year; in Autumn and Spring term and finally at the end of the Summer term. Reports outline a child's progress in the core subjects of the National Curriculum with the foundation subjects being reported on in the Summer term report. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and Maths are also set.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided in their Summer report. Year 1 children will receive their Phonics results.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.