

HARESTOCK PRIMARY SCHOOL

SCHOOL POLICY

ASSESSMENT

Date: Autumn term 2016

Review Date: Autumn term 2019

Introduction

Effective assessment is essential to quality teaching and learning. Assessment for teaching is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be 'the best they can be'. It supports them in being successful, explaining what they have achieved and what they need to do to improve further. Effective assessment ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attainment, progress and the next steps in their learning. Reporting to parents at parents' evenings and with a written report at the end of the year promotes a home/school partnership working to raise standards.

Analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, cohort and whole school level. This information then guides strategic planning and is also essential in providing staff and governors with a clear understanding of the performance of the school.

Principles

The principles of assessment at this school are to:

- inform next steps in teaching
- provide meaningful feedback to pupils on what they've done well and how to improve
- provide evidence to enable the Senior Leadership Team (SLT) to hold class teachers to account
- provide evidence to enable Governors to hold the SLT to account
- communicate to parents and carers how well their children are doing

Types of Assessment

Summative Assessment

Summative assessments are carried out in order to track attainment and progress at an individual, group, class, cohort, phase and whole school level. This information is also used to identify pupils who require targeted support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out in reading, writing, (including spelling, punctuation and spelling) and maths. A range of assessment methods are utilised as specified by the Maths and English subject leaders.
- Class teachers ensure that assessment information based on the domains for Reading, Writing and Maths is recorded in SIMS at the end of each term for each Year group. Objectives are reviewed ½ termly using the 3BM tracker.
- In pupil progress meetings, class teachers explain to the SLT how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.

Formative Assessment

Formative assessment is on-going to enable teachers to identify and plan for the next steps in a child's learning. Strategies include:

- informing pupils of the learning objectives in each lesson
- questioning throughout the lesson to evaluate pupil understanding

involving the children in a range of peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

Formative assessment is used in all subjects including foundation subjects and Religious Education.

Diagnostic Assessment

While all assessment can provide diagnostic evidence, some assessment tools can be particularly useful in providing a more detailed analysis of the barriers to learning.

Statutory Assessments

- Foundation Stage Profile
- Year 1 Phonics Screen
- End of KS1 Statutory Assessment Tests (Year 2)
- End of KS2 Statutory Assessment Tests (Year 6)

Moderation

The process of moderation is an essential part of the assessment process. Moderation meetings take place at least termly both within and across phases, and end of Key Stage One and Two assessments are validated by LA advisors in cross phase teams. Staff attend Local Authority training sessions and additional meetings may also take place within the local cluster to ensure judgements are in line with other schools.

Data Analysis

The senior leadership team utilises the assessment data in SIMS to carry out an analysis of data three times a year. This information is utilised to inform:

- pupil achievement,
- target setting,
- school Self Evaluation,
- the termly headteacher report to Governors,
- the Schools Improvement Plan

Pupil Progress Meetings

These are held each term and are attended by the class teachers and members of the Leadership Team. The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the year group using data and reports from SIMS and/or the 3BM tracker
- set time limited targets for any pupils that require additional support and identify actions to improve their achievement.

Interim Pupil Progress meetings are led by Year group leaders before each data drop to identify keep up and catch up children to target.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Response to learning Policy for detailed information.

Reporting arrangements

Reports to parents are given verbally at parents' evenings twice a year in the Autumn and Spring terms. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

An open evening is held at the end of the year to enable parents to see their child's work. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.