

Assessment Policy



St Werburgh's C of E
Primary School

Date to be reviewed: March 2019

Approved by Chair of Governors: *B A Keatley*

Date: *5 5 17*



St Werburgh's CE Primary School

Policy Document

Assessment

Rationale

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It forms the basis for planning the next educational steps in response to the child's needs. The outcomes of our assessments will help children become involved in raising their own expectations.

This policy outlines the purpose, nature and management of assessment at St Werburgh's Primary School.

The implementation of this policy is the responsibility of all staff.

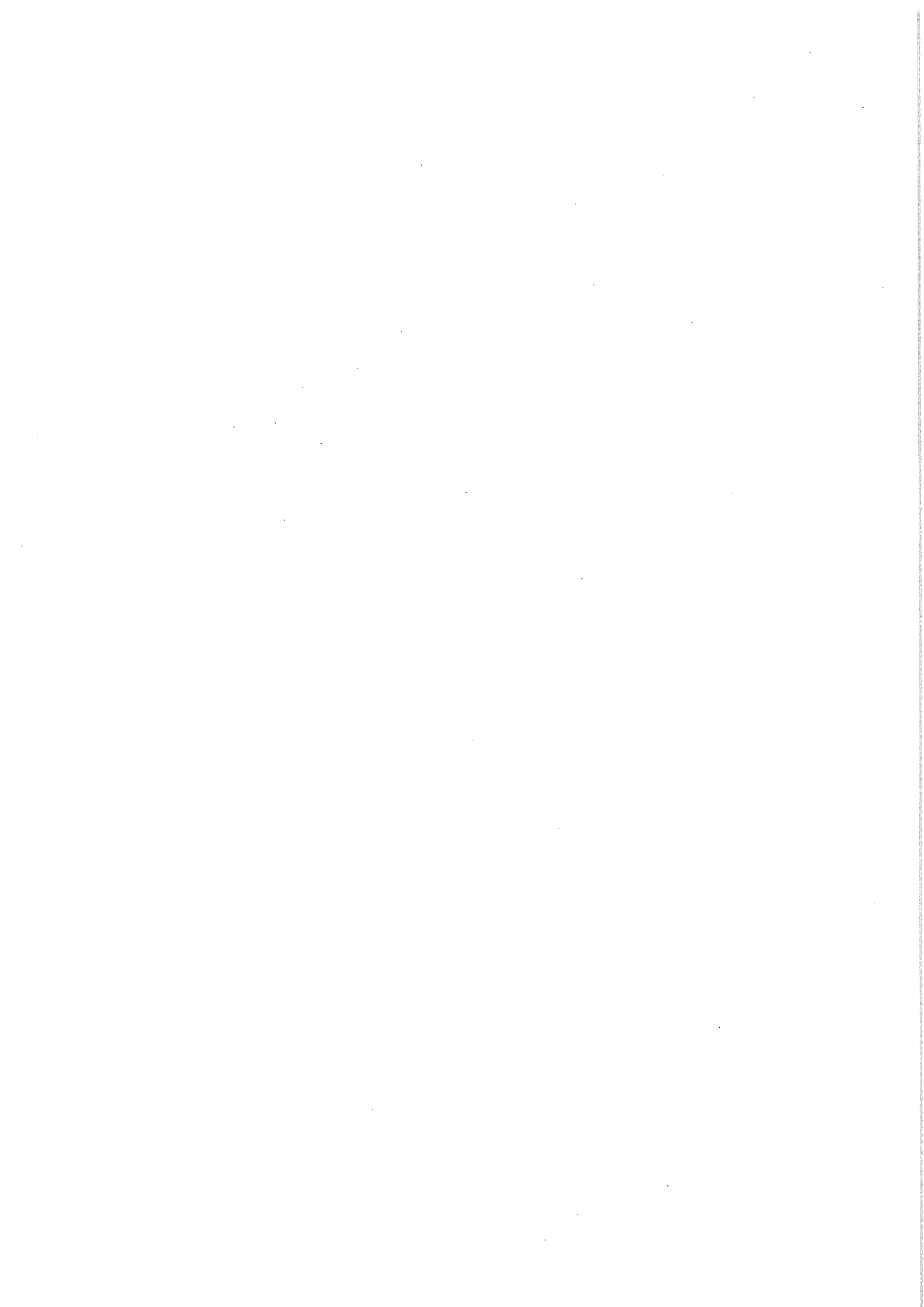
Aims

At St Werburgh's Primary School our aims are to:

- Recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all pupils;
- Enables pupils and teachers to identify achievements and facilitate realistic target setting for future progress;
- Assist with continuity and progression from Foundation Stage to KS1 to KS2 and to KS3;
- Meet statutory requirements

Nature of Assessment

- **Assessment of Learning (through APP and other assessments)** – to inform teachers, schools and parents about what a child has so far learnt to do by the end of a particular stage (summative assessment)
- **Assessment for Learning** – to help in planning work by informing the teacher and pupil about what a child can already do, where they need to go and how best to get there (formative assessment)



Assessment of Learning / Setting Targets

It is a statutory duty for all teachers to keep a record of each pupils' achievement. There is also a minimum requirement for schools to set a single target for each of the core subjects at the end of each key stage, expressed as the percentage of children expected to reach level 2 and above at KS1 and level 4 and above at KS 2. This must be done in the Autumn Term for the following academic year – this allows five terms to achieve the targets.

It is vital that all assessment data is analysed and translated into plans and actions affecting teaching and learning in the classroom if it is to have any practical consequences in pupil progress. This will include targets for classes, groups of pupils and individual pupils' learning.

Targets should be SMART – Specific, Measurable, Achievable, Realistic (but challenging) and Time related.

APP

This is a tool in which we use to assess pupils in Reading, Writing and Mathematics.

Recording

Records should be concise, accessible, manageable and meaningful. It is ongoing, meets requirements and is useful for planning and teaching. APP grids are used to record evidence of levels. More detailed evidence will be collected for external moderation.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practise. It includes ensuring intervention strategies are taking place in order for pupils to achieve expected targets. This is carried out by the SENCO. Vulnerable groups of pupils are highlighted and tracked through the school tracking system. The use of Performance Management will monitor effective teaching, leading to pupil progression, for both teaching staff and teaching assistants.

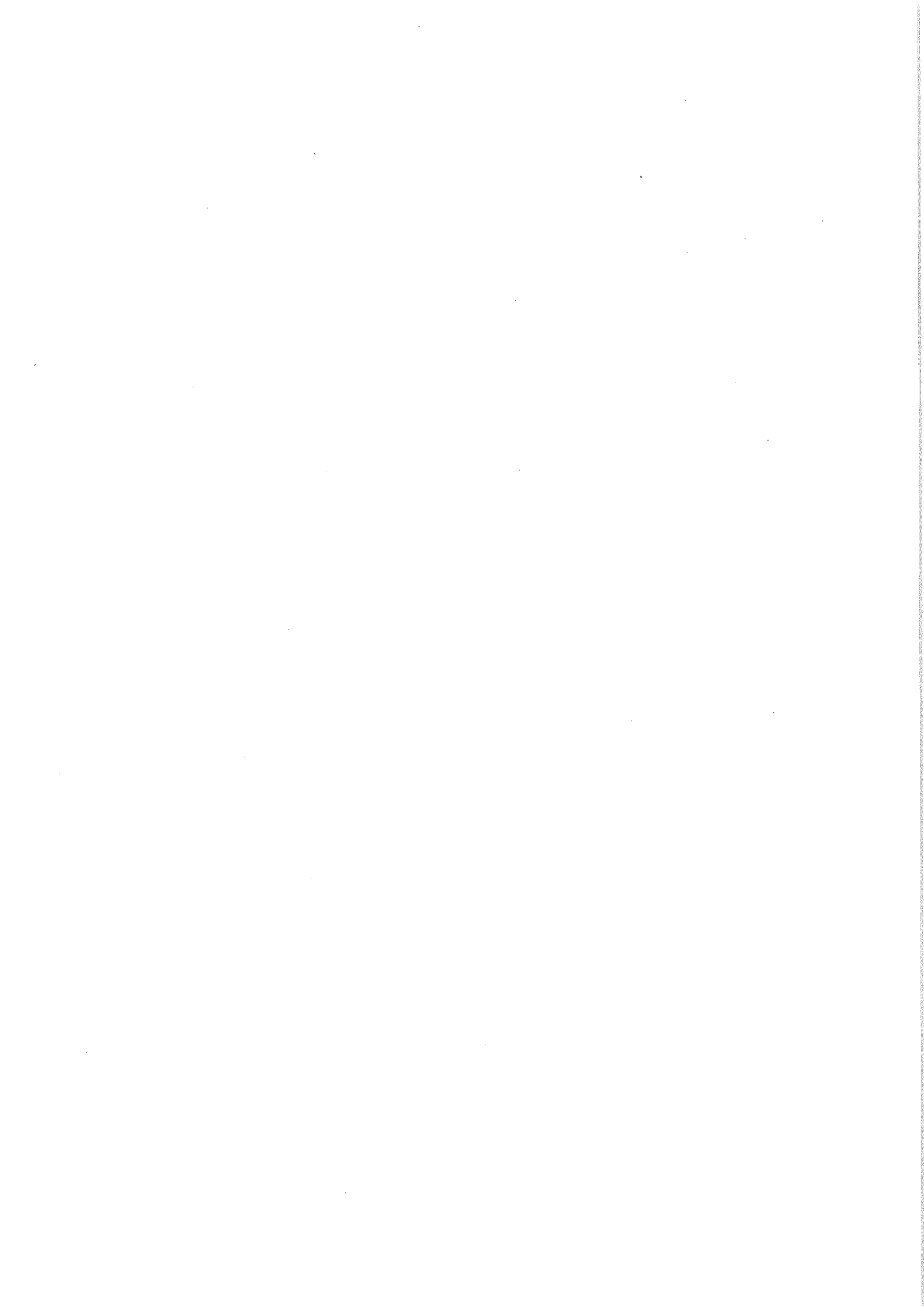
Planning

Opportunities for assessment for learning should be built into medium term plans and evident on short term planning. Amendments to planning, in light of assessment should be evident.

Intervention Strategies

These will be used to ensure the progression for SEN pupils, Gifted and Talented pupils and target groups identified by the SLT. Intensive support will be provided through the use of intervention programmes, one-to-one teaching and teaching assistant support.

Pupils



Pupil self assessment should take place with opportunities to review their targets. They should know their targets and the steps they need to take to reach the next level.

Foundation Subjects

At the end of each topic, key skills in the foundation subjects are assessed. Results are recorded in a table which identifies whether each child has met the expected level for their age or even exceeded it. Children who have not reached the required level are also identified.

Expected Standards are as follows:

Year 1 – Expected Standard 1

Year 2 – Expected Standard 2

Year 3 – Expected Standard 2

Year 4 – Expected Standard 3

Year 5 – Expected Standard 3

Year 6 - Expected Standard 4

The key skills are taken from the National Curriculum, based on the Chris Quigley model.

Reporting to Parents and Carers

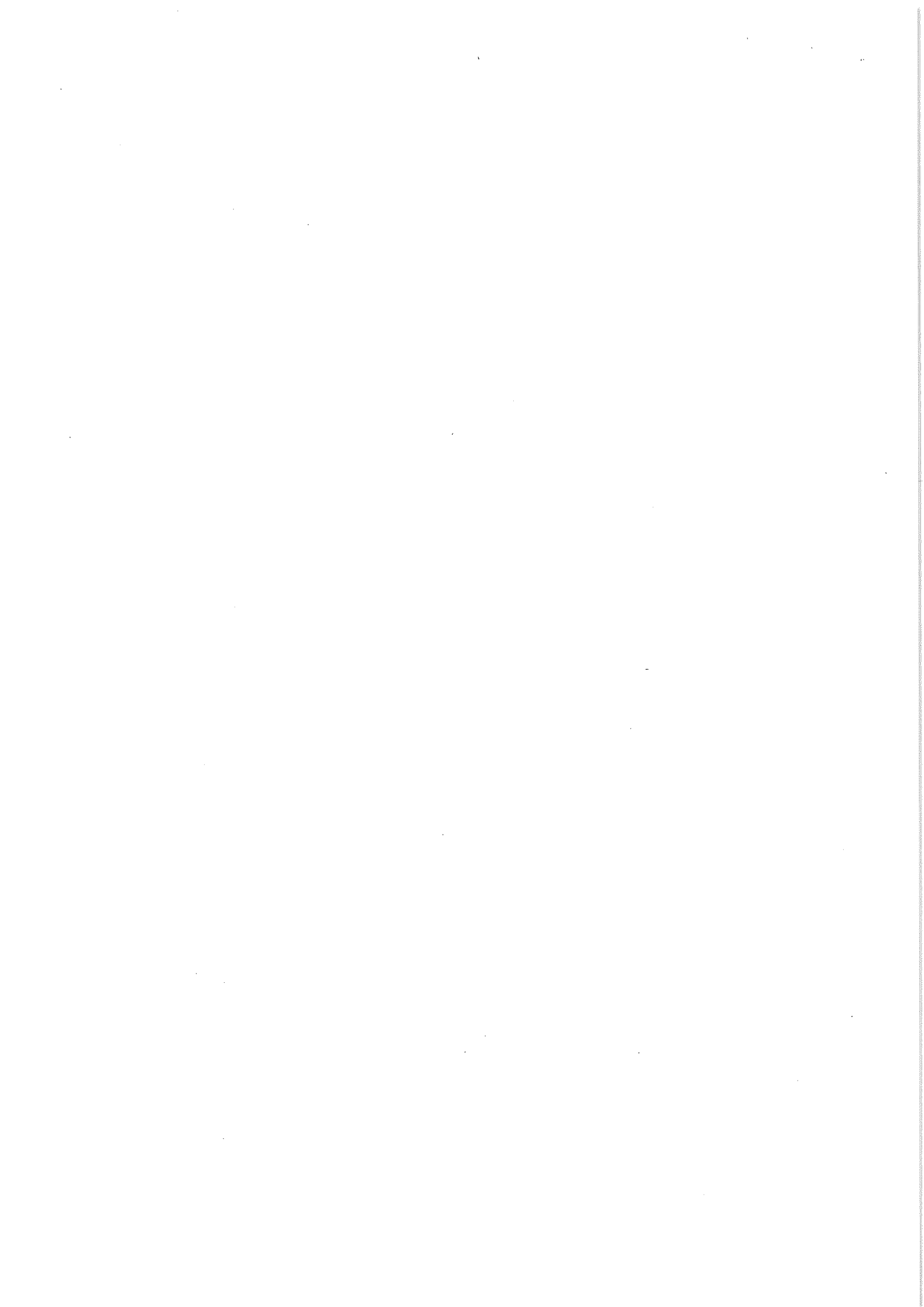
Parents evenings are held in the Spring Term where pupil progress and predicted targets are discussed. Parents will also be given a mid year report. A formal report of pupils attainment is communicated to parents at the end of the summer term, with the opportunity for parents to discuss their child's progress with the class teacher.

In addition, open afternoons are held during the year to informally report on progress made.

Review

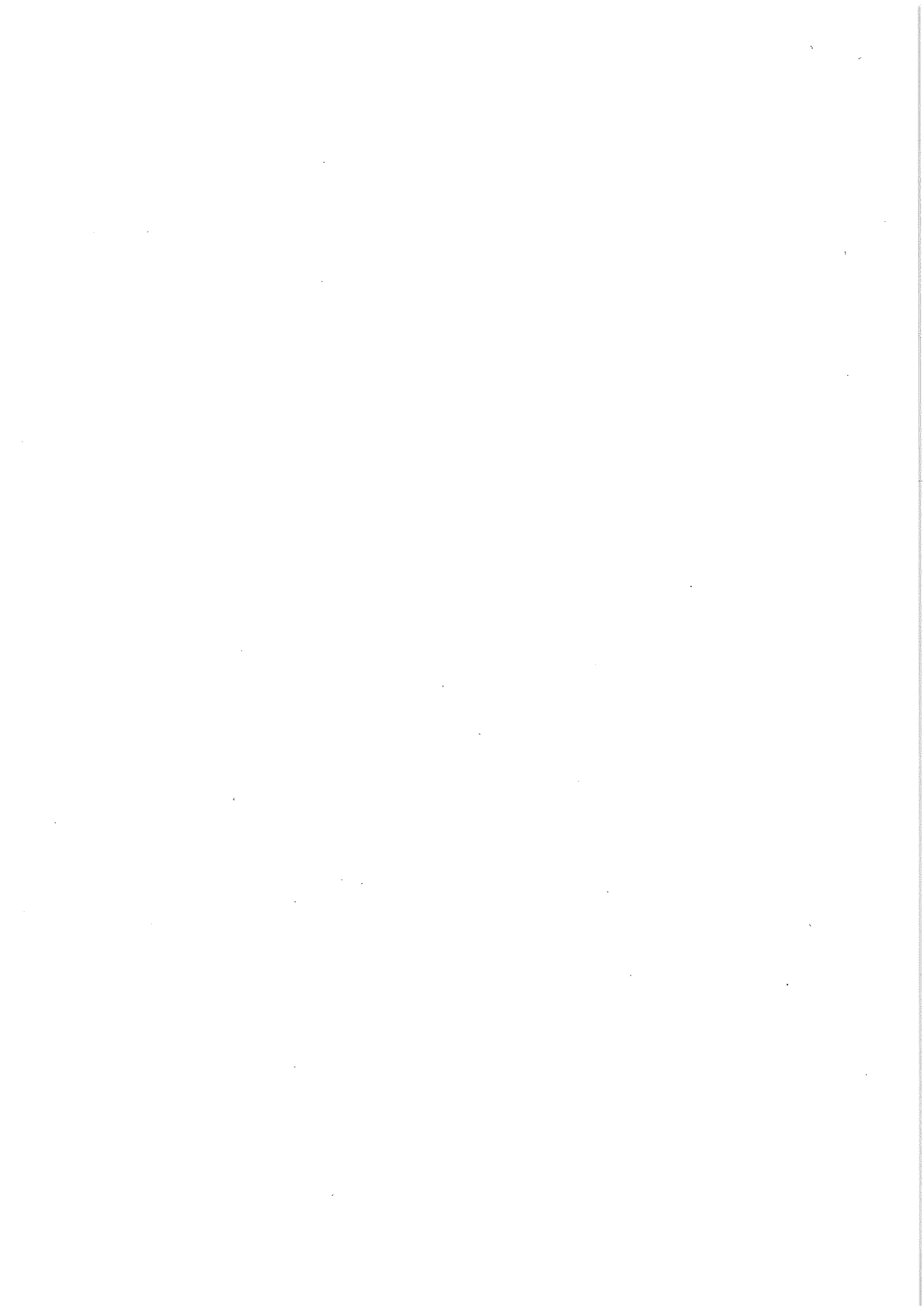
This policy will be reviewed by the Assessment coordinators every year. Appropriate modifications will be made at the time of reorganisation.

The following table shows the Annual Cycle of Assessment



The Annual Cycle of Assessment

Autumn Term	Spring Term	Summer Term	Ongoing
<ul style="list-style-type: none"> • Return of analysis (Derby City pack and Raiseonline) - Targets set and predictions made for future • Report of results and analysis to whole school staff and governors • Foundation Stage – on entry assessment • Termly assessment week (Nov) – consistent testing throughout the year groups • APP sheets to be updated • Moderation of assessments to take place in team meetings, including APP • Collect results of assessments (must include P levels) • Key Stage meeting to ensure appropriate intervention put in place • External moderation meetings for 	<ul style="list-style-type: none"> • Application for special arrangements to be made • Termly assessment weeks (Feb) - consistent testing throughout the year groups • APP sheets to be updated • Moderation of assessments to take place in team meetings, including APP • Collect results of assessments (must include P levels) • SLT meeting to look at pupil progress and identify pupils in need of intervention • Key Stage meeting to ensure appropriate intervention put in place • External moderation meetings for 	<ul style="list-style-type: none"> • KS2 Test Week (May) • Y1 – Phonics Screening Check • Assessment week – optional SAT's (Jun) • FS and KS1 results to be sent to LEA • End of KS2 Teacher Assessments to be processed • FS and KS1 moderation process (May) • Moderation of assessments to take place in team meetings, including APP • Collect results of assessments (must include P levels) • SLT meeting to look at pupil progress and identify pupils in need of intervention • Key Stage meeting to ensure 	<ul style="list-style-type: none"> • Assessment for Learning • Monitoring of assessment procedures and practices • Whole school Literacy and Numeracy assessments (investigations, mental maths and writing) • End of unit assessments for Foundation subjects (collected by subject coordinator at the end of each term) • MEP assessments for individual children • FSP observations • Pupils self assessment



<p>P levels)</p> <ul style="list-style-type: none"> • SLT meeting to look at pupil progress and identify pupils in need of intervention • Key Stage meeting to ensure appropriate intervention put in place • Writing Moderation – whole school • Pupil Progress meetings – report on termly results 	<p>FSP</p> <ul style="list-style-type: none"> • Reporting to parents through parents evening and half-yearly report • Writing Moderation – whole school • Pupil Progress meetings – report on termly results 	<p>appropriate intervention put in place</p> <ul style="list-style-type: none"> • Update on individual pupils in transferring to next teacher – pass on yearly assessment material • Annual report to parents • Analysis of final attainment in line with targets set • Writing Moderation – whole school • Pupil Progress meetings – report on termly results • SENCO and Head to review SEN pupils 	
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