



# ASSESSMENT POLICY

## 2018

*Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.*

*Please refer to the school's Safeguarding Children Policy for more information.*

*'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'*

Page 1 of 5

### **Aims of assessment**

- **Identify** what children know and what they need to learn next
- **Inform** planning (school/class/group/individual), target setting, information for parents and governors, class organization
- **Measure** individual/group progress
- **Evaluate** effectiveness of teaching methods/interventions
- **Comply** with statutory requirements; align school with national standards

### **Our Aim and objectives**

The aims and objectives of assessment in our school are to:

- Allow every pupil to reach their full potential
- Enable our pupils to demonstrate what they know, understand and can do in their work
- Help our pupils to demonstrate what they need to do next to improve their work
- Enable teachers to know every pupil in the class equally and have the opportunity to discuss their progress on a regular basis
- Allow teachers to plan work that accurately reflects the needs of every pupil
- Provide regular information for parents to enable them to work in partnership with the school to support their pupil's learning
- Enable all stakeholders to monitor all pupil's progress, including the schools current vulnerable groups, including those that attract Pupil Premium Funding
- Ensure continuity within the school and nationally
- Keep all leaders and governors fully informed, allowing them to make judgments about the effectiveness of the school

### **Types of assessment**

There are three main types of assessment; formative (ongoing); summative (half termly assessments), and nationally standardised summative.

**Formative Assessment (Assessment for Learning – AFL)** goes to the very heart of good quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

**Summative Assessment (Assessment of learning – AoL)** is still a significant contributor to our understanding of children's learning.

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgments made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within school. To use this analyse to redeploy resources required to close gaps.

### **Nationally Standardised Summative Assessment**

As the new nationally standardized summative assessments – KS1 and KS2 SATs and Early Years baseline – are further developed by the Department for Education, additional summative assessments will be used that will provide us with meaningful information to support our assessment of children. We will continue to monitor this development and integrate these into our overall assessment process as appropriate.

The Annual national tests are:

- EYFS Baseline – we will use the Early Excellence baseline for assessing children on entry to Reception
- KS1/2 SATs – we will evaluate and implement the guidance on end of Key Stage SATs as set out by the DfE once further information is made available
- Phonics screener – we will carry out the Phonics screener in accordance with the arrangements set out in the KS1 Assessment and Reporting Arrangements

### **Assessment throughout the school:**

#### Early Years Foundation Stage

The class teacher collates the information brought in from the different early years settings. Using this information and their initial observations they form a baseline assessment for each area. This is agreed at the end of Term 1 Pupil Progress Meetings and targets are set for each pupil to achieve by the end of Foundation Stage.

After this assessment, thorough observations are made to inform the teacher of every pupil's achievement. Progress is discussed for all areas at each pupil progress meeting and then the form from the pupil progress meeting is used to focus on development of Literacy and Numeracy.

#### Key Stages 1 and 2

The class teacher continues to use Early Years assessment until the individual pupil is ready to move onto the National Curriculum levels. If pupils are unable to access the National Curriculum in Term 4 the teacher uses PKF (Pre Key Stage) criteria to assess their progress.

When the pupil has progressed onto the National Curriculum the class teacher uses formative assessment in Literacy, Numeracy and Maths, using summative assessment where required but at least half termly.

Formative assessment is at the heart of our approach to assessment. Formative assessment will be carried out continually by all staff – “formally” and “informally”. It is important to remember that this is a process everyone is involved in: adult-pupil; pupil-adult; pupil-pupil.

This creates a cycle, which is used to improve teaching and learning across the school. All teaching staff will:

#### Before and after lessons

- Mark work from previous lessons – Marking should maximize what will impact on progress of individuals; specific next steps or close the gaps.
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt/scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups/individuals/whole class

#### During the lesson

- Question children – fully explore children’s understanding (this is not a test to see if they have been listening or if they understand). We will use the information we get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.
- Provide immediate feedback – we do not simply reward “getting it right”: provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.
- Talk – give children opportunities to formulate answers and share strategies/ideas with partners. We will listen to these conversations as they can provide invaluable insight into children’s (mis) understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Mark – marking work during the lesson will provide immediate information for us and immediate feedback for children to correct misconceptions or to move learner on.
- Response to marking – children should be given opportunities to respond to marking during lessons or at another point shortly after.
- Peer/self-assessment – modeled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; exit notes, whiteboards; think, pair, share.

#### **SEND**

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning; talk, marking etc are all suitable for children, depending on their specific needs.

## **Continuing Professional Development**

We will ensure teachers have regular CPD opportunities to develop a robust understanding of assessment practices across the school.

## **Parents**

We believe that learning is most effective when carried out as a partnership between school and home. We will formally share next steps with parents each term. In the autumn and spring terms we do this through parent teacher meetings. In the spring term parents receive an interim written report and in term 6 an annual written report. We will also endeavor to share next steps informally through: the type of homework set; feedback in Reading Records and homework books; informal conversations at the start and end of each day with parents.

## **Record Keeping**

Teachers use records to review pupil's termly progress, set appropriate targets for the future and to form the basis of reports to parents both verbally and written.

Records kept include:

- Teacher's plans
- Pupil's work
- Marking in books
- Assessment results
- Pupil Assessment Folders
- Pupil Progress Meeting information
- Insight records

## **Pupil Progress Meetings**

Every half term, all teaching staff meet with the Head teacher to consider each pupil's individual progress. Information is recorded on the Insight tracking system. This shows pupil's progress through the years. Pupil's emotional, social and educational progress is discussed. If a pupil becomes a concern or is making slow progress they are given extra support either as part of their class work or as an intervention. They are carefully monitored and the impact of support is reviewed and amended as necessary.

## **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- With colleagues in school during staff meetings
- With colleagues from the local cluster
- By attending optional Local Authority sessions with other schools
- By attending statutory Local Authority sessions
- Local Authority visiting school for moderation