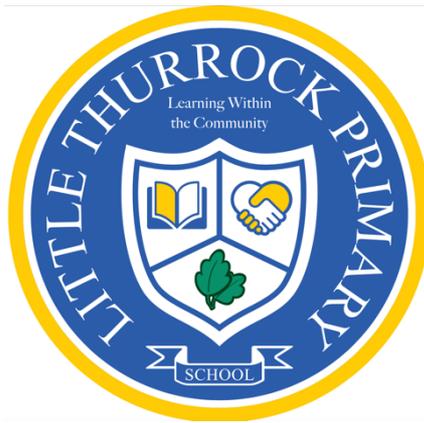


LITTLE THURROCK PRIMARY SCHOOL



Assessment Policy

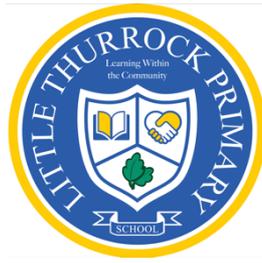
Signed: *Deoise Hanson* Chair of Governors

Signed: *S. McElroy* Headteacher

Date: December 2021

Next Review: December 2022

LITTLE THURROCK PRIMARY SCHOOL



Assessment Policy

December 2021

Introduction

This policy reflects all the assessment procedures completed by the school including the management of assessment data as well as moderation. These include both informal ongoing assessments including Assessment for Learning and Assessing Pupil Progress and then formal assessment including the statutory summative assessments (including end of phase assessments).

Aims

At Little Thurrock Primary School, we see the key purpose of assessment as to move children on in their learning. One of the most important assessments is the ongoing checking of children's understanding integral to good teaching during any lesson. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood and that this is made clear to the child. This informs future planning and the child's next step target for improvement. Attainment needs to be compared with the child's previous work, but also against national expectations. The assessment, recording and reporting policy of our school is based on a clear set of aims which reflect our educational philosophy and support the overall aims of the school, and which are expressed in terms of the intended educational outcomes.

The assessment policy will help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development
- take responsibility for, and make informed judgements about, their future learning
- compile a record which may be used by them to inform others of their personal achievements

The assessment policy will help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- Every child can achieve: teachers at Little Thurrock have the mind-set, 'What do I need to do next to enable child in my class to achieve?'
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning
- will help the school to make informed judgements relating to the way the school's curriculum including the National Curriculum is planned and resourced
- communicate effectively pupils' achievements to parents, governors and other responsible parties

Skills

Little Thurrock pupils have a wide range of abilities and learning styles and our approaches to assessment reflects this. Techniques that we use include:

- observational assessment, where a member of staff observes his or her response to learning activities and unstructured situations;
- dynamic assessment, which looks at the pupil's responses in the context of learning a task;
- questioning, which enables the teacher to make a judgement about pupils' degree of understanding;
- criterion-referenced assessment, which measures a pupil's attainment against a list of skills or pieces of knowledge this is primarily done through test-style assessment sheets;
- formal assessment, where the pupil is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning;
- marking and review of written work;
- functional assessment of behaviour;
- tests set by the class teacher.

Planning

At the beginning of each academic year teachers use the plans and records passed on by the previous teacher(s) – both electronic and paper based - to review where their pupils are in relation to the curriculum documents applicable to their class.

Termly Plans follow one of the set formats issued by the school. They set out the ground that teachers expect to cover and the learning objectives that they aim to meet. Identifying clear learning objectives is an essential precursor to successful teaching, learning and assessment.

Learning objectives are drawn from the relevant documents and teachers use their judgement in identifying the next step and personalising it for individuals.

Weekly plans

The weekly plan serves as an aide memoire for the teacher and the other members of the team. Teachers will use the School's agreed pro-forma which will include the learning objectives to be assessed. The precise content is for teaching teams to agree among themselves.

When writing weekly plans, teachers select (from their termly plans) the activities and key learning objectives relating to each subject or lesson. There will be at least one learning objective of relevance for each pupil in each lesson and this should be differentiated where appropriate.

Assessment in lessons will focus on key objectives; it is important that those objectives are clear, that the means of assessment is planned in advance, and that implementation is practicable.

Approach

Methods of assessment used will be both formative (to monitor learning) and summative (to evaluate learning) in type. Our assessments will also provide information for the following:

- Parents and children to show progression/concerns, and next step targets
- Teachers and support staff to help them plan
- Outside agencies to provide hard evidence of attainment
- Special needs staff to provide hard evidence of attainment
- Senior staff and governors in order to see outcomes

Cross curricular links/use of ICT to support the development of Literacy and Numeracy

All data is tracked within the school using Sonar and we formally record the data termly. However, teachers update the system more regularly following assessments during lessons. The first set of data is gathered in our Pupil Progress Meetings during the first half term and is based on summative data drawn from previous assessments. It is recorded against Age Related Expectations on Sonar. This data is then tracked and broken down into key groups and skills to ensure progress is on track for individuals and groups. This data is compared to the baseline of attainment from the very end of the previous year and end of previous Key stage. The half termly pattern of assessment continues through the year. In this way any lack of progress is quickly identified and teaching programmes adapted or intervention programmes started. These are identified within the Pupil Progress Meetings alongside the SENCO. Teachers will need to also ensure that they take particular note of the progress of groups including pupils receiving the Pupil Premium Grant (PPG) and those on the Special Educational Needs Register. Action will need to be taken promptly for these pupils, as nationally they are seen to be groups where progress can be less than is expected. Currently we also need to consider those needing additional catch up due to COVID-19. During the second half of the summer term, Years 2 and 6 will undertake more formal testing to support formal assessments. Pupils in years 1-6 will also complete NFER standardised tests throughout the year.

Inclusion/Differentiation/Equal Opportunities

All children require their learning to be assessed and there needs to be opportunities for them to contribute to their own assessment by making judgements about their own performance and what targets they set for personal improvement. Further assessments will be completed during the year in order to identify children with SEND.

Many children may experience special needs at some time during their school life. The nature of these needs may be:

- short or long term
- applied to the very able or the low attainer
- academic, behavioural, social or health
- mixture of the above
- Parental partnership is vital if we are to ensure that these children's needs are met.

For children with Education, Health and Care Plans who are working on an individualised curriculum due to working below the National Curriculum, progress is tracked through termly reviews based on their individual targets. These targets, which are set through the One Planning process, enable specific progress to be tracked. These may link loosely to the curriculum or have more of an emphasis on self-help skills and communication skills.

Assessment (including marking and feedback)

Teachers' own formative assessments will be based on learning objectives identified in their planning and evaluation of lessons.

In addition to informal methods of assessment used by teachers for continuous assessment in the context of their own classes, the following assessment tools will be used:

- On exit assessment in Nursery
- On entry assessment in Reception
- Phonics screening in Year 1
- Phonics screening in Year 2

- Statutory SATs tasks/tests in Year 2
- In year SATs diagnostic assessment in Year 6
- Statutory SATs tests in Year 6
- Termly teacher assessment in Years N, R, 1, 2, 3, 4, 5 and 6
- Writing Assessment across the Primary School at the end of each unit

Formative assessment of writing will be supported by the development of extended pieces of writing by each child, to include assessed samples of work at least once every half term (usually at the end of each writing unit). Staff/phase meetings will be used to moderate levelling of this work as will moderation with other schools.

Evidence for Teacher Assessments

Speaking and Listening

- Speaking and Listening is assessed against the National Curriculum and Sonar tracking.

Reading

The following evidence for Teacher Assessments is used:

- Guided Reading journals
- Reading records
- Sonar
- National SATS Assessment tests KS2
- Tests (standardised)
- NFER Assessment tests termly
- Statements are highlighted on Sonar at least 3 times a year (termly)
- Previous years Standard Assessment Test (SATs) papers are used in year 6 and assessed against the mark scheme. These are mainly summative but are also used for formative purposes.
- NFER tests in year 6 for gap analysis use.

Writing

- A range of class based writing is assessed using a variety of assessment tools including statements on Sonar and the Teacher Assessment Framework for years 2 and 6. All of these methods of assessment are based on a checklist of writing skills for the end of Year expectations and are both formative and summative.
- Moderation to ensure consistency in assessment between teachers and year groups and schools within the Trust. This occurs several times a year.
- Statements are highlighted on Sonar at least 3 times a year (termly)

Maths

- All areas of maths are subject to ongoing formative teacher assessment.
- Statements are highlighted on Sonar at least 3 times a year (termly)
- NFER assessment tests termly

Science, ICT, DT, History and Geography

- Age Related Expectations for different areas recorded on SONAR every half term.

Monitoring

We will assess children at key points in their school career as part of national requirements and use these assessments as valuable measures of children's individual progress and the success of the school overall.

- Reception: Observation based on revised EYFS Framework
- Year 1: Phonics screening test
- Year 2: KS1 assessments (and phonics screening re-takes if required)
- Year 6: KS2 SATS tests and teacher assessments

Half-termly Pupil Progress meetings will take place with the Deputy Head as the Assessment Lead and members of the SLT.

Resources

Sonar is the computerised program that Little Thurrock uses to record and monitor assessments. This is updated regularly through the cloud based link to SIMs to do so.

Assessing children's work can take place through marking. Teachers and Learning Support Assistants use a common policy for marking work which is fully understood by all staff (see Marking and Feedback Policy). Teachers must ensure they follow published mark schemes.

Reporting to Parents

Parents are given a word-processed report at the end of the academic year. The report should be as far as possible a positive statement of what the child can do but also be honest about any difficulties the child. From Year 1 an important part of the report is the child's current assessment in English, mathematics and science against the end of year expectations for the age group and with the target for the end of the key stage and "next step" targets in the form of specific learning needed to get towards that level. The report should be a professional document but written in plain English without jargon to be clearly understood by the parent.

The report is written by the class teacher but provides opportunities for comments by the child and parent. A duplicate copy will be provided for parents who live separately to their child.

Our reports are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing against their own targets and against the cohort in general. The reports are written in the Summer term so those targets can be set or re-set and agreed with children and parents.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence and a comment showing how this attendance compares to other children in the school. Opportunity is given for parents to discuss this report with the class teacher during open evening (progress against targets, report on the end of Key Stage test results). Parents have the opportunity to discuss their child's progress with the class teacher at the termly parent's meetings.

Roles and responsibilities

The school must have a nominated Assessment Leader which can be the Head Teacher or another senior member of staff with the required experience. At Little Thurrock the Assessment Leader is the Deputy Headteacher. The Assessment Leader will be responsible for maintaining the school data records as well

reporting the current achievement and attainment data to the Governing Body using the agreed pro-formas.

The Assessment Leader and Senior Management Team

- Summarise formal reporting presented by the curriculum leader.
- Brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share assessment information with colleagues.
- Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.

The Curriculum Leader responsibilities with regard to assessment

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.

The Class Teacher

- Prepares initial assessment activities and evaluate the results.
- Follows schemes of work but prepare plans that indicate attention has been given to assessment findings.
- Assesses the work and progress of all children in the class throughout the curriculum through formal and informal methods.
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provides information for informal and formal discussion with parents on the child's progress.
- Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.
- Gives clear indications of how improvement can be made and provide time for them to make these improvements.
- Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encourages children to check work themselves and for each other.

Health and Safety

A record of every pupil's academic performance will be kept on the school's computerised tracking system. All appropriate assessment data is kept on Sonar. The site is highly secure and is accessible only by members of teaching staff and the school administrator via a highly secure login and password. All adults who require it will be provided with a username and password by the Assessment lead who will keep an up to date record of users. All adults will have the responsibility for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security. A new password will be issued if this is the case through the Assessment lead. Any breaches will be logged following the GDPR policy.

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.