

# Ashbury Meadow Primary and Nursery School

## Assessment Policy

### **Rationale & Purposes:**

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) 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 successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher and deputy headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide curriculum leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## **Responsibilities:**

### **Headteacher**

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Cornerstones Assessment Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To lead on the procedures for pupil progress meetings.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

### **Deputy Headteacher**

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To organise whole school assessment weeks.
- To utilise assessment information to raise standards at a whole school level.
- To support members of staff to understand the assessment procedures and how to use the whole school assessment tracker.
- To manage the whole school Cornerstones assessment tracker and collate data for the headteacher.
- To organise and ensure the smooth running of statutory assessments and to report the school's assessment data to the local authority and the Department for Education.

### **Key Stage Leaders**

- To lead/support pupil progress meetings.
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

### **Curriculum Leaders**

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject/s.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- To be accountable for the data of the class
- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto Cornerstones Assessment Tracker
- To collate data for pupil progress meetings
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Individual Needs Plans (I.N.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

## Subject Assessments

Assessments of pupils' learning are carried out on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

What is assessed, when and how: Key Stage 1 and Key Stage 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Single Word Test  Assessment & Moderation Grids  Benchmark Kit September EYFS-Y2	PIRA Test  Assessment & Moderation Grids	Single Word Test  Assessment & Moderation Grids  Benchmark Kit February EYFS-Y2	PIRA Test  Assessment & Moderation Grids	Single Word Test  Assessment & Moderation Grids	PIRA Test  Assessment & Moderation Grids
Writing	Assessment without levels docs	Assessment without levels docs	Assessment without levels docs	Assessment without levels docs	Assessment without levels docs	Assessment without levels docs
SPAG	Rising Stars & Single Word spelling	Rising Stars	Rising Stars  Single Word spelling	Rising Stars	Rising Stars  Single Word spelling	Rising Stars
Maths	Alfie ongoing assessments	PUMA  Alfie ongoing assessments	Alfie ongoing assessments	PUMA  Alfie ongoing assessments	Alfie ongoing assessments	PUMA  Alfie ongoing assessments
Science	Rising Stars	Rising Stars	Rising Stars	Rising Stars	Rising Stars	Rising Stars
Foundation Subjects	Foundation Subject Assessment Profile	Foundation Subject Assessment Profile	Foundation Subject Assessment Profile	Foundation Subject Assessment Profile	Foundation Subject Assessment Profile	Foundation Subject Assessment Profile

Phonics is assessed against the phase assessment sheets every six weeks and pupils are tracked across the year using the school's phonics tracking sheet.

## EYFS

In Nursery, baseline assessments are carried out on entry to school. We use ASQ (Ages and Stages Questionnaires); these involve staff, pupils and parents. We also use observations taken during child initiated learning across all seventeen areas. Pupils age-related expectations are collated every half term to determine interventions. ASQs are used at the end of the year to support the measurement of progress.

In Reception, pupils are assessed on entry and exit using the Durham PIPs. In school assessments are performed continuously throughout the year using observations of child initiated learning as well as specific adult initiated assessments against Development Matters.

### **Age Related Expectations**

Attainment and progress is recorded as a pupil's performance in equivalent age years and months for reading, writing and mathematics. Cornerstones Developmental Skills documents contain criteria for each age related expectation

- End of year expectation for attainment is year group number plus 5 years and 6 months
- Data can only be entered in years and multiples of 4 months at a time:  
2 months    6 months    10 months

Table to show the age-related expectations

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery 1</b>	2yrs 10mths (34mths)	3yrs 2mths (38mths)	3yrs 6mths (42mths)
<b>Nursery 2</b>	3yrs 10mths (46mths)	4yrs 2mths (50mths)	4yrs 6mths (54 mths)
<b>Reception</b>	4yrs 10mths (58 mths)	5yrs 2mths (62mths)	5 yrs 6mths (66mths - GLD)
<b>Year 1</b>	5yrs 10mths	6yrs 2mths	6yrs 6mths
<b>Year 2</b>	6yrs 10mths	7yrs 2mths	7yrs 6mths
<b>Year 3</b>	7yrs 10mths	8yrs 2mths	8yrs 6mths
<b>Year 4</b>	8yrs 10mths	9yrs 2mths	9yrs 6mths
<b>Year 5</b>	9yrs 10mths	10yrs 2mths	10yrs 6mths
<b>Year 6</b>	10yrs 10mths	11yrs 2mths	11yrs 6mths

### **Progress judgements**

Progress judgements are based on the number of months' progress a child makes within an academic year. The average progress of the class is used in conjunction with other information to judge teacher performance and is linked to performance management.

<b>Progress</b>	<b>Judgement</b>
<12 months	Inadequate
12 months	Requires Improvement
14 months	Good
16 months	Outstanding

### **Ability Group indicators**

Teachers use pupil data to indicate pupil ability in order to group children in the class and identify children with possible Special Educational Needs.

<b>Attainment</b>	<b>Ability Group</b>
-12 months behind	SEN

ARE	
-8 months behind ARE	Lower ability
-4 to +4 months ARE	Average
+8 months above ARE	Higher ability
+12 months above ARE	Gifted and talented

### **Data Analysis**

The headteacher utilises the class teacher reports and the assessment data on Cornerstones to carry out an analysis of the data each half term. This information is utilised to inform the :-

- Pupil Progress meeting discussions
- School Evaluation Form
- Headteacher reports to Governors
- School Improvement &/or Development Plan
- Staff performance management

Progress of different cohorts and vulnerable groups is tracked and gaps are analysed in order to narrow them.

### **Pupil Progress Meetings**

The focus of the pupil progress meetings is:-

- to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the headteacher
- set targets and for any pupils that require additional support devise plans and interventions for how these targets will be achieved

Teachers identify pupils causing concern and interventions are planned on the school's Pupil Progress Proforma. Pupil Progress forms and intervention data are evaluated in the subsequent pupil progress meeting.

### **End of Year Assessments**

A summative assessment is made at the end of each year in each subject and the Parent reports indicate how well each pupil is attaining compared to the expected level.

Assessment data is reported annually to the Local Authority or DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 2
- Year 4
- Year 6

### **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 Marking Policy for detailed information.*

### **Recording**

- Formative assessment information is recorded on teachers' evaluated planning and in EYFS observation sheets are used to record in addition to iPads using the Tapestry app.
- Summative Assessment data is recorded centrally on the Cornerstones Assessment Tracker.

## **Assessment Moderation**

Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency and against the standards prescribed by the National Curriculum.

Writing moderation takes place every six weeks internally in order to validate assessment.

## **Monitoring and evaluation**

The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

## **Reporting to Parents**

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. 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.
- How they can help.
- Whether the child is happy, settled and behaving well.

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

## **S.E.N.**

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

## **Transition and Transfer**

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the high school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

### **Equality Policy**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

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