

## Assessment Policy 2014

“Teacher assessment is first and foremost about helping children to learn.”

### **We are in a period of transition as we move towards ASSESSMENT WITHOUT LEVELS with the introduction of the New National Curriculum in September 2014**

#### Introduction

This document is a statement of policy and was developed through a process of consultation with staff and takes into account statutory requirements and Best Practice advice from Durham Education Authority assessment team.

We, at St. Pius RCVA Primary School, recognise the desirability for observation and assessment across all facets of school experience and that this should be documented and available to parents, guardians and other teaching staff within school. We also acknowledge that assessment is part of the learning and teaching process and not in addition to it, and that it requires: -

1. Planning for delivery and embraces
  - a) a common philosophy
  - b) accountability
  - c) shared aims
  - d) continuity
  - e) progression
  - f) equality of opportunity
2. Observation of evidence
3. Manageable systems of recording
4. An agreed format for reporting to parents, guardians and teachers.

We also recognise that the teaching and learning process is of primary importance and nothing improves just because it is being assessed and that assessment, resourcing and reporting procedures are the ‘servants’ of teaching and learning and not the ‘masters’.

#### Planning

It is our policy to address curriculum planning in three stages:-

- Long term planning in which a cycle of topics are applied to Key Stage 2/ Key Stage 1 / Foundation Stage over a 2 year cycle. This is driven by Durham County Mixed Age Planning.
- Mid term planning containing topics, themes, contexts, resources and assessment opportunities, aligned to Mixed Age Plans, Archived QCA Units of Work, Primary Framework Learning Outcomes and objectives/FSP / ITSS medium term plans/ Come and See Curriculum Map/ PIVOTS. Differentiation is applied to all groupings as appropriate.
- Short term planning is prepared by individual teachers and provides a breakdown of weekly lessons, aims, individual learning needs and SEN.

#### Assessment

We recognise that assessment is a vital element of careful curriculum planning and that it has four purposes:-

- Diagnostic, i.e. determining knowledge, skills and possible weakness.
- Formative i.e. providing information that assists further planning
- Summative i.e. summarises individual pupils overall attainment and progress.
- Evaluative i.e. providing information about teaching schemes and methods about the suitability of resources and in-service training.

Methods for collection and interpretation of data should include the following:-

- Agreed marking procedures that include the pupil as much as possible and include encouraging remarks either written or stamped on children’s work. They also include

recognition of good presentation, redrafting, where necessary, discreet corrections of class work where applicable.

- Agreed and informed setting of targets in key area of focus, to be agreed by class teacher with consideration being given to Assessment for Learning.
- Observation of work both in and out of the classroom, and highlighting of appropriate stranded sheet as and when appropriate.
- Use of stranded assessment sheets in core areas of the curriculum.
- Oral questioning and recording of answers.
- Through observation of problem solving and specific investigations.
- By application of specific tests, tasks i.e. FSP, SAT's Flying Start Baseline, SEN Screening tests / optional SAT's

Elements of the core subjects are assessed during each ½ term using the stranded assessment sheets (see attached):

Our data tracking system SAMPA will be updated termly and half term assessments discussed with staff as part of our pupil progress records.

Additional English assessments will / may be administered as follows:

#### Autumn

- GAP for Y3/4/5/6
- Young Y3/4
- YR Foundation Stage Profile Assessment

#### Spring

- GAP Y3/4/5/6
- Young Y3/4
- Spooner Y6 (March)

#### Summer

- Optional SAT's Y3/4/5 ( extract age related score)
- KS2 SAT's
- KS1 SAT's
- YR Foundation Stage Profile Assessment

#### Early Years

The school uses the EYFS Profile to assess Reception children throughout the academic year. Assessments are reported to county at the end of the Reception year. Records are updated at least half termly through planned and incidental observations.

Additional records are kept to show recognition and recall of sounds and sight words in Letters and Sounds teaching sequences. We also retain information on number recognition and formation to inform the profile assessments and to inform teaching groups and activities.

#### SEN Pupils

Targets on Individual Education Plans and provision maps are assessed at least twice a year (usually three) and achievements are used to plan the next steps in a child's level of understanding.

Recording attainment on the appropriate stranded sheet is determined by National Curriculum or EYFS/ P levels rather than chronological age.

Screening and diagnostic testing is carried out by school staff and Learning Support Service Staff as appropriate.

SEN pupils or those at risk of underachievement are highlighted by SAMPA tracking and assessment and early intervention applied where appropriate to do so.

P levels are used to give a score and appropriate targets to children with SEND.

Pupils eligible for Free School Meals currently, or at any time in the last 6 years, draw pupil Premium funding. Their progress is tracked by all staff and booster put in place to ensure gaps are closed between them and the age related expectations.

Pupil with English as an additional language are supported through use of school staff and other agencies i.e. EMTAS

### Gifted and Able Pupils

Highlighted stranded sheets and target setting are used at the discretion of class teachers, to extend and direct learning and assessment opportunities for children working beyond their peers.

It is recognised that although some assessment opportunities will be identified within the planning process, incidental opportunities will arise. The systematic banking of used, approved and published resources should assist in future planning and management of assessment (Past SAT papers / transitional Materials/ Key Stage 3 schemes where appropriate.)

### Moderation

Standardisation of judgements will arise through informal discussion, planned levelling of work at staff meetings, communication with subject co-ordinators, work with external auditors and compilation of levelled portfolios of work in the core areas of the curriculum / CPD / SAT's Training / attendance of moderation groups / working with other schools in the cluster on a termly basis.

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them.

### Recording

The recording process builds up a complete picture of each child's achievements and next steps for learning. We have adopted a recording process which is in three parts

- i. Pre National Curriculum EYFS
- ii. National Curriculum record Key Stage 1
- iii. National Curriculum Record Key Stage 2

Stranded assessment sheets are retained by the responsible teacher in each subject area and passed on to receiving teacher or school as appropriate.

### REPORTING

The regulations require a written report for every pupil and an opportunity for parents to discuss this report, each school year.

It is our policy to offer parents / guardians the following arrangements:

- All parents are invited to school for an informal induction meeting before their child enters the Reception Class
- All parents are invited to an open evening in the Autumn and Spring terms to discuss how their child has settled / targets for the coming year
- All parents of SEND pupils attend an annual review meeting to discuss progress and targets
- Towards the end of the Summer Term, parents receive a written report and an invitation to discuss this with the child's class teacher if they wish to discuss the content of the written report.
- The school operates an open door policy and staff are available for informal and formal consultations where necessary. School opens at 8.45a.m. daily to allow opportunities to communicate effectively with parents.
- Additional appointments to discuss individual children are available on request.

Informal discussions and consultations take place amongst school staff in the case of SEN pupils. Liaison between LSA / TA, booster teacher and class teachers is undertaken. Planning for pupils with SEN is directed by the class teacher and planning retained with responsible member of staff.

### MANAGEMENT AND ORGANISATION ISSUES

Assessment materials available within the school bank of resources have been identified and made readily accessible to all staff.

Auditing of assessment procedures within the school will be undertaken by SMT / subject co-ordinators.

Audited samples of work in target areas i.e. writing will be retained and used in a portfolio of evidence for use in standardisation tasks.

Auditing of the Early years Foundation Stage Profile and Key Stage 1 SAT's will be undertaken by external agencies on a cycle r. Evidence will be retained for inspection and discussion within school.

### RECORD KEEPING

#### Buff Folders

Individual buff folders will contain:

- EYFS data and record sheets
- Spelling test/ reading list running record
- Reading test scores
- SEN diagnostic test scores
- IEP's
- End of year reports
- SAT test data/marks

#### Stranded / Banded Sheets

Core subjects will be retained by the teacher with responsibility for delivering that particular subject to the class or group.

Target Predictions are housed in SAMPA files and teachers' own planning files. Targets for the coming year are set in the Autumn Term with the Link Inspector and reviewed as appropriate in May.

Foundation Stage Assessment data is used to give an indication of predicted targets at the end of Key Stage 1. Key Stage 1 SAT data is used to inform predicted targets for the end of Key Stage 2.

# Assessment Policy



**Reviewed By : - Maresa Grogan September 2008  
Maresa Grogan September 2010**