

Lewknor Primary School

Assessment Policy

May 2016 – May 2017

Why assess?

Children's progress is closely monitored at Lewknor Church of England Primary School in order that we can provide the best possible opportunities and highest levels of support for all children.

School Priorities

- To provide an excellent education within a Christian context, where each child has a sense of being valued and is encouraged to develop his or her individuality.
- To continue to focus on the pupils' spiritual, moral, social and cultural development, which will equip them to be thoughtful, caring and active citizens in school and in the wider society.
- To continue to ensure rigorous, accurate and effective assessment so that all pupils make at least good progress and many excel.
- To continue to ensure gaps between key groups, for example the disadvantaged, are significantly narrowed.
- To continue to build excellent relations and communication between all stakeholders.
- To use incisive performance management that leads to professional development which will encourage, challenge and support staff improvement.

The Aims and Objectives of Assessment

- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To help our children understand what they need to do next to improve their work.
- To provide regular information for parents that enable them to support their child's learning.
- To contribute towards accountability data.

The Aims of the new National Curriculum

Following the announcement by the Department of Education of the removal of levels for the attainment and progress of children (2013), schools have now been given the opportunity to conduct more assessment of the right kind, to offer task specific, personalised feedback and to become assessment professionals by creating an assessment system that supports the learning of the individual children in their school (Tim Oates, Chair of the expert panel for NC review). Schools can now decide how they are going to test, track, monitor and record pupil progress.

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide (see school's Marking Policy).
- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format the school would ordinarily use to track and monitor the progress of pupils in that school (Ofsted inspections – clarification for schools, March 2015).

Assessment at Lewknor

Staff at Lewknor Primary have worked together to develop an assessment system that takes into account the criteria of the new national curriculum.

Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data will be used – attainment data, pupils' work, observations, learning walks, case studies, and staff, parent, governor and student voice.
- Assessment data is collected every term (and twice a term for Years 2 and 6) so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated internally and externally (e.g., partnership) to ensure they are accurate.
- Teaching and support staff attend and contribute to pupil progress meetings each term and the progress of each child and groups of children are reviewed.
- Interventions are adapted or changed if they are not working.

Foundation Stage Profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each child. Information can include photographs and comments, and parents are also able to contribute. The class teacher makes a summative judgement three times a year, based on information gathered in learning journals, and small group and individual assessments. This information is based on emerging, developing or secure within the appropriate age and stage band for each individual child. These are kept on a Foundation Stage tracker.

Year 1 Phonics

All children in Year 1 will participate in a phonics check. The assessment will be administered by the Year 1 teacher / teachers. Results are included within the end of year report.

SATs

Children in Year 2 and 6 are assessed during May. The results of these assessments are reported annually to the parents. The expectation is that children should be working at the national standard for their age or above.

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally.

Marking and Assessment

See school's Marking Policy.

We aim to provide feedback to children through marking so they have specific advice and targets to improve their work. Children are given time to read and review their work following marking. Children are encouraged to write their own comments or give an indication, for example, by drawing a smiley face, to show their own level of understanding. Children are also encouraged to self-assess their work against success criteria and to identify the next steps in their learning.

Tracking and Assessment

Children are assessed in a range of ways. For example we use the SIMS Assessment program to track pupils' progress in English (writing and reading) and maths. The focus of each assessment will be based on end-of-year national curriculum age-related objectives. These objectives are taught on several occasions during the school year. This enables the teachers to evidence progress.

Children are assessed against the following descriptors:

- Unable to access this strand of the curriculum (no understanding/knowledge)
- Emerging (at an early stage of development – support needed)
- Developing (growing ability and independence – prompting needed)
- Secure (exhibits skills independently)
- Mastery (exhibits skills spontaneously and with confidence)

We also use:

- Abacus to assess and track progress in maths.
- The New Salford Reading Test to track progress in reading.
- The Ros Wilson Criterion Scale to track progress in writing.
- Topical Resources to track progress in spelling.

Children in Years 2 and 6 are also assessed against the DfE's interim teacher assessment frameworks for the end of Key Stage 1 and 2.

Assessment information will be collected through observations, information in books, pupil self-assessment as well as tests.

The headteacher meets formally with all teaching staff, including teaching assistants, three times a year to discuss pupil progress. Other pupil progress meetings, which includes book scrutiny and moderation, is held regularly during staff meetings throughout the year.