

**Assessment Policy**

**September 2015**

Reviewed: September 2017

Reviewed: September 2018

1. **Smithdown Primary School – Mission Statement**

At Smithdown Primary we strive to make a world of difference. We believe that children are our highest priority. We promote a cooperative partnership among students, parents, community and staff. Our mission is to build a strong foundation for lifelong learning by nurturing, guiding and challenging all of our students to achieve their maximum potential.

**2. Aims**

The aim of any assessment at Smithdown Primary School is to raise standards. This policy outlines what happens and when over the school year.

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils’ needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

* to provide information to support progression in learning through planning
* to provide information for target setting for individuals, groups and cohorts
* to share learning goals with children
* to involve children with self-assessment
* to help pupils know and recognise the standards they are aiming for
* to raise standards of learning
* to identify children for intervention
* to inform parents and other interested parties of children’s progress
* to complete a critical self-evaluation of the school
1. **Types of Assessment**

At Smithdown we undertake two different but complimentary types of assessment: formative assessment and summative assessment.

**Assessment for learning (formative assessment)**

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment for Learning strategies used at Smithdown include:

* Working walls
* Self and peer evaluation
* Discussion, talk and modelling
* Learning for Life – display
* Learning journey – next steps identified and displayed
* Marking and feedback - all work is marked in line with the school marking policy and children are aware of how to improve their work
* Learning objective is shared and displayed at the start of every lesson.
* Questioning
* Plans are adjusted to meet the needs of the pupils, differentiating objectives where appropriate
* Set individual and challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
* Regularly share these targets with parents to include them in supporting their child’s learning.

**Assessment of Learning (summative assessment)**

Assessment of learning (summative assessment) involves judging pupils’ performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results describe pupil performance in terms of age related expectations. At Smithdown, we have a termly summative assessment system, so that we can track individual’s progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments.

1. **Assessment in EYFS**

On entry to Nursery, our pupils are assessed using Development Matters and the Early Learning Goals and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils are assessed using the NfER baseline materials, information from this will be recorded and used to inform planning, set targets and aid early identification.

During Nursery and Reception, children will be assessed using the EYFSP and Development Matters which is based on the teacher’s on going observations and assessments in the three prime and four specific areas. Each half term, every child’s developments and achievements are tracked and recorded on the school’s tracking system.

1. **Assessment in Key Stage 1 and 2**

At the end of each half term, children will be assessed in English and Maths and tracked using the Rising Stars Progression document. The terminology used will be emerging, emerging +, expected, expected +, exceeding and exceeding+. Not all children may reach ‘expected’ by the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap.

Children are assessed in Science and the foundation subjects at the end of each unit using emerging, expected and exceeding.

1. **Formal Assessment Cycle**

Formal assessment is a systematic part of our school’s work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Smithdown Primary School will include data from:

* Statutory tests – Foundation Stage Profile, End of Key Stage Tests, Phonics Screening
* Optional Standardised Tests in years 3, 4 and 5 in July
* Termly assessments in Maths and Reading
* Mapping grids to show pupils progress from entry
* The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class
* Half termly pupil review meetings with class teacher, Assessment Coordinator, Inclusion Manager and Key Stage Leader.
* Regular analysis of pupils’ attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, careful planning and implementation of interventions

To achieve this at Smithdown Primary School we will:

* follow the Assessment cycle and update the data on a regular basis using Classroom Monitor
* use information to identify percentages of children working at each stage within a cohort
* analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
* set cohort targets for maths and english and share information with Headteacher, Assessment Coordinator, Inclusion Manager, Subject Leaders, Key Stage Leaders and Governors
* work with colleagues to moderate and level writing every term
* analyse data at the end of academic year to track ‘value added’ progress made
* pass cohort data and analysis to next teacher
1. **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Smithdown Primary School we will:

* Use Rising Stars materials to benchmark and moderate pupils in accordance with the guidance
* Half termly staff meetings to moderate reading, writing and maths assessments
* Moderate work through planning and book scrutinies, feeding findings back to members of staff
* Participate in moderation schemes in the Local Authority and with other schools with in the DGT collaborative
1. **Reporting**

Reporting to parents / carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils’ attitudes, motivation and self-esteem.

At Smithdown Primary School we will:

• Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.

• Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

• Discuss pupil progress at the request of parent by appointment.

1. **Roles and responsibilities**

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| Governing Body |
| * Evaluation of Impact

• Hold the Headteacher to account• Whole school overview record• Summary of attainment and progress for each cohort and significant groups |
| Head teacher |
| * Ensuring that decisions made and agreed are carried out
* Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc)
* Holding staff to account through performance management
* Ensure targets set lead to improved performance/ rise in attainment
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| Assessment Co-ordinator |
| * Formulate the school’s assessment policy in consultation with the Headteacher, staff and governors
* Review the policy regularly in the light of statutory requirements and the needs of the school
* Provide support and guidance with assessment and keep up to date with current information
* Resource school with relevant tests and update assessment cycle
* Maintain the tracking data and consult with all staff about the targets set
* Highlight pupils who have made no progress or are working below expectations
* Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
* Report to governors regarding the policy, statutory test results and cohort targets
* Ensure targets set lead to improved performance/ rise in attainment
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| SLT |
| • Monitor the performance in their team• Monitor the performance of vulnerable groups(SENCO)• Analyse and report on attainment and progress in their team for SLT• Highlight areas of strength to celebrate and weakness to support• Moderate and address issues arising from mismatch between data/pupilbooks/observations etc• Hold teachers to account for performance in their team. |
| Teachers |
| • Operate within the assessment time frame• Meet or exceed the targets set for each child• Record and analyse pupil/ group results• Highlight areas to celebrate and to address ready for pupil progress meetings• Prepare for pupil progress meetings• Plan for timely intervention where needed and report impact• Record results ready for input onto the Tracker• Aware of the impact of their performance upon the whole school |

This policy was agreed by Governors on:

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Intended policy review date: Sept 2018