



# Assessment Policy

March 2017

Rationale: Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their full potential. Assessment is seen as: “the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there” *Assessment for Learning: Assessment Reform Group 2002*.

At Upper Beeding Primary School we endeavour to support all pupils in making better than expected progress in their learning as well as raise confidence and self-esteem. We see assessment in its many forms as central to this.

## AIMS

- To ensure children progress, knowing their achievements and what they need to do next
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To ensure teacher planning is informed and adapted to meet the needs of all children
- To internally track pupils attainment and progress
- To enable children to be involved in their own learning
- To inform the Governing Body of the schools standards and achievements
- Learning difficulties can be identified more quickly and appropriate help and support given
- To have a consistent approach that measures school progress against National Standards.
- To provide information to inform the school’s strategic planning

## Effective Assessment

At Upper Beeding Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

## Monitoring and Evaluation

The Assistant Headteachers, Year Group Leaders and Subject Leaders work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors at the Quality and Standards committee for detailed analysis and also updated at FGB.

All teachers are responsible for monitoring their own class assessments and acting on findings. Pupil Progress meetings are held in each planning team to inform next steps in learning for individual children and where appropriate strategic intervention and enrichment.

Performance Management is used to identify targets in Reading, Writing and Maths for all teachers for the class they have. These are reviewed through our Performance Management Cycle.

## Overview of Roles and Responsibilities:

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children’s learning
- Parents/Carers: Support children with home learning

## **Key Features of Assessment at Upper Beeding Primary School**

### **Day to Day (Assessment for Learning , AFL)**

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. Marking, feedback, discussions and observations inform the on-going assessment of pupils.

Through 'Day-to Day In-School Formative Assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- making use of rich question and answers
- Marking of pupils' work,
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, self-editing and proof reading, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

### **Assessing Pupils' Progress, APP**

This gives a broader view of progress for the teacher and learner using national standards and expectations. Internal moderation of assessments and local/national moderation of assessments take place every term.

### **Reported Formal Assessment:**

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- End of year report

### **Assessment Information Systems**

At Upper Beeding Primary School we track pupils' progress through our own bespoke system using the Key performance descriptors of the new National curriculum, national exemplars, national expectations and tests. Teacher assessments are recorded six times over the year to track progress to meet expectations and through pupil progress meetings analysed and used to inform next steps in learning and teaching.

### **Target Setting**

We expect all children to be meeting their age expectations or making better than expected progress from their baseline starting points. Formal Targets are set for EYFS, Y2 and Y6. These are discussed, challenged and agreed with the governing body.

### **Tracking**

All pupils are tracked throughout the year and discussed in planning meetings, pupil progress meetings and if necessary the SENCo with information held through our Inclusion Provision Map. All groups of children are discussed and monitored. Focus groups are:

- Gender differences
- Pupil premium
- SEN pupils
- Higher ability pupils
- EAL pupils

- GRT pupils

(All groups are formally reviewed 6 times a year and informally through out the year.)

### **Foundation Stage Profile**

Information about a child is acquired before they even start school through:

- Consultations, visits and discussions with play groups and Early Years transfer records.
- A baseline assessment is carried out in the first three weeks. This year we used EEx-BAR.
- Teachers will also begin to complete the Foundation Stage Profile.

Children continue to be assessed in the reception classes where staff will add information to the assessment profile for each individual. The team, make a summative judgement three times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

### **Year One phonics check**

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

### **SATS**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. In 2016 new testing and reporting arrangements were put in place for Year 2 and Year 6.

### **Key Stage SATs and EYFS Analysis**

The Assistant Headteachers and Head analyse EYFS and Key Stage results using:

- Raiseonline
- Fischer Family Trust Data
- Assessment Manager
- E-profile

Analysis is reported to the Governors and Subject Leaders who both do their own analysis to question, challenge and inform strategic planning for the whole school and individual subjects. Detailed analysis findings by Subject Leaders are incorporated into the subject action plan and whole school development plan. Analysis is also reviewed and moderated with an external Ofsted Inspector and a meeting with the LA Advisor.

### **Parent Consultations and Annual Reports**

Parent Consultations take place formally in the Autumn and Spring Term and a formal written report is sent home in the Summer. In the Autumn Term Maths, Reading and Writing targets of individual children are shared with parents in KS1&KS2. In EYFS each parent receives an IDP outlining the next steps of learning in the Prime Areas as well as their learning journal (regular access throughout the year). Information available at parent meetings will include teacher assessments, test results (if appropriate) comments on classwork, homework information and advice on improvement / continued progress for their child. At the end of each term a themed topic book is sent home with a teacher and child review comment on what they have done well and next steps in learning for that term. Parents are also asked to comment and return the book.

Teachers are also available for informal consultation and we regularly hold parent workshops and meetings to support parents understanding on key areas of learning for their pupils in school, e.g. phonics. We have open sessions for parents to come and see the children in action and an open evening in the summer term.

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. (SE SEND policy)

Upper Beeding Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Dr Diane Gwilliam, our SENCo, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

### **Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program.

In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Continuing professional development may take various forms including the provision of direct face to face training and online training.

The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

This policy should be read in conjunction with:

- Feedback Policy
- Teaching and Learning Policy
- SEND policy

and is subject to regular review and updates through National and School based reports and statutory requirements.

Staff	March 2017
Governing Body	March 2017
Date for Review	Jan 2019

## Appendix 1 – Assessment Flow Chart

### All Staff

### SLT / Subject Leaders

Baseline Formative assessments to start the year – Reading, Writing, Maths, EGPS, Phonics

Performance Management Review and Target Setting

#### Autumn Term 1

Formal Assessment (Week prior to half term)  
Data Analysis & Pupil Progress meetings

#### Autumn Term 2

Formal Assessment (end of term)  
Data Analysis & Pupil Progress meetings  
Staff moderations

#### Spring Term 1

Formal Assessment (Week around half term)  
Data Analysis & Pupil Progress meetings  
Staff moderations

#### Spring Term 2

Formal Assessment (end of term)  
Data Analysis & Pupil Progress meetings  
Staff moderations

#### Summer Term 1

Formal Assessment (Week prior to half term)  
Data Analysis & Pupil Progress meetings  
KS1 & KS2 SATS  
Staff moderations

#### Summer Term 2

Formal Assessment (end of term)  
Data Analysis & Pupil Progress meetings  
Year 1 Phonics  
National Assessments  
Transition meetings  
Staff moderations

On going Formative Assessments through: Marking, Feedback, Observations, Targets, Assessment documents,  
Target setting, informal discussions, moderations

#### Autumn Term

National Data Analysis (Raiseonline, FFT, ePOD)  
School Improvement Planning and Target Setting  
Performance management Targets  
Monitoring / Moderation of Assessment  
Pupil Progress Meetings  
Whole School Data Analysis  
Governors School Data Review

#### Spring Term

Performance management reviews  
Monitoring / Moderation of Assessment  
Pupil Progress Meetings  
Whole School Data Analysis  
Governors School Data Review

#### Summer Term

National Test Results Analysis  
School Improvement Planning and Target Setting  
Performance management end of year review  
Monitoring / Moderation of Assessment  
Pupil Progress Meetings  
Whole School Data Analysis  
Governors School Data Review