



Upper Beeding Primary School

Assessment Policy

November 2015

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.

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 ongoing assessment of pupils.

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 five 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 5 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 will be 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.

Inclusion

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.

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	November 2015
Governing Body	November 2015
Date for Review	July 2016

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), 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).

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 through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- 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 that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

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

Formal Assessment (Week around half 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