

Central Primary School



Assessment Policy

Our motto: Children are Central.

A key aim of Central Primary School is that every child will achieve to his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, skilled staff. The purpose of this assessment policy is to help pupils know what they are doing well, and what they need to do to improve. The knowledge gained will be used to inform teaching and direct learning. It may also be used to place pupils in appropriate ability groups.

Assessment in school can be affected by a number of different external factors, including governmental decrees.

Definitions

- Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance.

Objectives

The objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Roles and responsibilities

Head teacher's roles and responsibilities:
Pupils will only follow curriculum, syllabi or be entered for examinations approved by the governing body
Where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
National Tests are administered and reported in accordance with the statutory framework
Ensure that all teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion, questioning and giving feedback
Ensure that marking of pupils learning complies with the school's marking and feedback policy, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
Track the attainment of pupils and their individual progress, ensuring that information about individual pupils will only be made available to them or their parents/ carers

Ensure that all pupils receive an annual report for each subject once per year written in accordance with agreed procedures
Ensure that parents are informed regularly about their child's progress and annually about the results obtained in national tests and examinations
Ensure that any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body of the school.
Ensure that if any of these roles are delegated to other members of staff that they are completed to a high standard and in a timely fashion

At Central Primary we have a member of the senior leadership team who is responsible for assessment in the school.

Assessment Co-ordinator's roles and responsibilities:
Ensure that assessments are carried out throughout the year, and are compiled in the class assessment folders.
Provide staff with information about assessment procedures, including those with and without national standards, so that effective assessments can take place.
Collates assessment information into cohort files
Assist in the setting of target setting for all pupils across the school, each year in addition to the statutory target settings arrangements
Provide all teachers with training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion, questioning and giving feedback
Ensure that marking of pupils learning complies with the school's marking and feedback policy, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
Hold pupil progress meetings with teachers at least once a term, discussing in depth each pupil's progress and the data produced for each cohort of pupils
Track the attainment of pupils and their individual progress, ensuring that information about individual pupils will only be made available to them or their parents/ carers
Promote the use of assessment in the school as a tool for enhancing teaching and learning
Kept abreast of new assessment procedures, building them into the school's systems as appropriate
Help staff co-ordinate pupils into relevant groups or interventions
Liaise with relevant staff members about the setting of national assessments and the co-ordination of results

Assessment is crucial to effective teaching and learning and as a school we have high expectations of the use of assessment by all our staff.

Teacher's roles and responsibilities
Ensure that pupils are actively involved in learning and self-assessment of progress i.e. teachers always share the learning objective and success criteria with their pupils in every lesson so they can comment on how they feel their learning has gone
To provide information in feedback to pupils so that they are aware of their next steps in their learning.
To ensure that a child is aware of how they are progressing and by ensuring that they are aware of their next steps
To prepare and analyse the relevant information for pupil progress meetings in good time and email the data to the assessment co-ordinator before attending the meeting
To act on the cause for concern sheets from pupil progress meetings
To regularly inform parents/ carers of their child's progress and attainment (against age-related standards), including writing a report at least once a year and preparing a comments sheet for parent – teacher consultation evenings: Appendix 1
To evaluate planning against the learning intentions for each session in accordance to the guidance on the planning grids

Target-setting

- In line with local authority and national standards we target set for each year in our school, submitting statutory targets to the relevant authorities as necessary. We encourage through performance management of staff and regular meetings about assessment the need to set inspirational and meaningful targets for all pupils across our school.

Reporting to parents/ carers

Keeping parents/ carers informed and consequently involved in their child's learning and progress is key to their success and as a result of this we have developed robust systems of keeping parents and careers informed.

- Each term we offer parents the opportunity to meet their child's teacher. These meetings are structured and teachers fill in a comment sheet before the meeting, which can be shared with the parents/ carers.
- During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We comment on all subjects and provide information on progress and attainment.
- In reports for pupils in Year 2 and Year 6 we provide details of the levels achieved in the National Curriculum tests (2015 will be the final year that these levels are provided)
- In Year 1 we report the results of the phonics screening test.
- At the start of each half term we provide parents with a curriculum map, identifying class targets and content to be studied in that term.
- Parents are given opportunities to speak with staff at the beginning and end of each day, as well as through informal group meetings (Friends of Central) and more formal discussions in parents' meetings.

Feedback to pupils

We believe that high quality feedback is an important part of assessment at Central Primary, and this policy is complemented by our marking and feedback policy which details how we mark and feedback to pupils.

Inclusion

As a school, we are committed to inclusive practice and we actively seek to remove the barriers to learning and participation that can hinder or exclude individuals.

We make sure that pupils with special educational needs have the access arrangements that they need in order to perform at their best in all assessments. We also recognise that some pupils with additional needs may not progress as quickly as their peers, but should always receive suitable challenge in their learning.

The inclusion policy provides further details about how our inclusive practice is carried out in our school.

Consistency

Assessment that is accurate is crucial to the effective teaching and development of pupils. In order to ensure that all our levelling of pupils' work is comparable and in line with National Standards we have regular staff INSET on levelling and moderating pupils work. Some of this we complete with external experts and other schools to ensure that our levels are the same as National and Local standards.

All subject leaders are responsible for ensuring that they provide samples of assessed work so that teachers can benchmark the work that pupils produce. All our teachers have opportunities to share their work so that we have a common understanding of the expectation in each subject.

National Assessment

Key Stage 2 Assessment Arrangements

We complete the national key stage tests in English (reading and writing) and Maths and provide teacher assessments for English, Maths and Science at the end of Year 6. We believe that it is important that pupils are prepared for these examinations and provide opportunities for pupil to gain insight into the examination prior to them sitting the test. As the arrangements vary slightly on an annual basis we follow the guidance set out in the ARA (Assessment Reporting Arrangements) document which is published each autumn.

Key Stage 1 Assessment Arrangements

We complete teacher assessments at the end of Year 2 in English, Maths and Science. These assessments are conducted throughout the year and every care is taken by staff in Year 2 not to stress pupils and these assessments are not timed. As the arrangements for reporting levels vary slightly on an annual basis we follow the guidance set out in the ARA (Assessment Reporting Arrangements) document which is published each autumn. Year 2 results are subject to periodic moderation visits.

At the end of Year 1 pupils take the phonics screening check. This assessment is conducted by their class teacher and the results are sent to the DfE via the Local Authority.

Foundation Stage Assessment overview

Like Key Stage 1, Foundation Stage Assessments are conducted throughout the entire year pupils are in Reception. Every care is taken by staff in Reception not to stress pupils and these assessments are based on observations, and evidence gathering. As with Key Stage 1 results, Foundation Stage Assessments are subject to periodic moderation visits. As a school, we use development matters to assess in the Foundation Stage.

All end of key stage assessments are reported to the Local Authority and nationally, in accordance to current guidelines.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Assessment policy sets out the equality of opportunity for assessment for all pupils within the school.

Monitoring and Review

The assessment co-ordinator is responsible for the monitoring of this policy and ensuring that it is comprehensively followed by staff.

It is subject to review at least every two years.