

# **THURLBY COMMUNITY PRIMARY SCHOOL ASSESSMENT POLICY**

## **1 Introduction**

- 1.1 Assessment complements and assists teaching and learning. It is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose, nature, and management of assessment in our school.
- 1.2 The school policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and was agreed by the school's Governing Body at their meeting on **23 September 2014**
- 1.3 The implementation of this policy is the responsibility of all staff.

## **2. The Nature and Purposes of Assessment**

- 2.1 Assessment serves several purposes:

### Formative

This provides information for the teacher to plan the next steps in children's learning on a daily basis as a result of progress made in each lesson, especially in English and Mathematics. Formative assessment increases the learning opportunities for individual pupils.

### Diagnostic

This provides more detailed information about individual children's strengths and weaknesses and informs future learning.

### Summative

This provides a snapshot of each child's attainment at key points during an academic year.

- 2.1 Assessment for Learning (AfL)

The 10 Principles of AfL are an integral part of the formative assessment process to support teaching and promote learning.

AfL should:

- Underpin effective planning
- Focus on how students learn
- Be a key professional skill
- Be sensitive and constructive
- Foster motivation
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self-assessment
- Recognise all educational achievement

- 2.2 Assessment is a fundamental part of teaching and learning. It helps teachers to:
  - plan work matched to a child's level of attainment

- identify where specific help is required and adapt teaching to meet these needs.
- help children progress by providing focused feedback which helps pupils to improve.

### 3. Entitlement and Statutory Requirements

#### The Foundation Stage

In Reception each child's development is monitored throughout the year and recorded at the end of each term in their individual Foundation Stage Profile.

This booklet records observations and assessments in all areas of learning in the Foundation Stage Curriculum:

#### Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

#### Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

An individual Learning Journey is created throughout the academic year as evidence for each child's achievement. In Term 6, a report to parents informs of their child's progress and attainment against the Early Learning Goals in the Prime and Specific Areas. In addition, the report includes information about the achievement of the three Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

#### 3.1 Key Stage 1:

Standard tasks and tests in English and Mathematics are administered in accordance with the instructions from QCA. Results and teacher assessments (including Science) are recorded on the Pupil Assessment module of Integris by the submission date given.

#### Key Stage 2:

- 3.2 Each child in their final year of Key Stage 2 is assessed. The Key Stage 2 SATs are administered to all eligible pupils in English and Mathematics. Under special circumstances, children may be disapplied from the tests.

For eligible pupils, the tests are administered according to the nationally prescribed timetable. Each child is also assessed by the teacher and these assessments are summarised at the end of the Key Stage for each pupil and reported to parents in the end of year report. Teacher assessments are submitted to the 'Collect' Data Agency (in accordance with the national requirements) in English, Mathematics and Science by the submission date given. Key Stage 2 test papers are submitted for external marking by the appropriate agency.

- 3.3 Provision is made to support the administration of secondary selection tests in

accordance with the local arrangements prescribed by receiving secondary school.

### ***Assessment in English***

- All children are assessed for reading using the CfBT assessment grid.
- The Standards and Testing Agency writing assessment grid is used as an assessment tool for children working at Level 2 and above. The CfBT assessment grid is used for children working at Level 1.
- Each child has a Log book. A piece of unaided writing is entered into the book each half-term. The book forms a record of achievement as the child progresses through the school and is evidence when considering progress over a longer period of time. This evidence is used in conjunction with other pieces of extended writing to obtain an overall level.
- Each child will have a writing target which will meet their individual need. This target will be reviewed regularly as evidence is provided in their extended writing.

### ***Assessment in Mathematics***

- CfBT assessment grids are used in Years 1-6 as an assessment tool.
- Each child has a target within mathematics, differentiated according to individual needs. These are discussed and reviewed with the children on a regular basis.

### ***English and Mathematics***

- Pupil Progress Meetings between the class teacher and subject leader inform appropriate intervention for individuals or small groups of children who need additional support in order to meet their targets. Wave 2 or 3 interventions for those children are implemented where possible by a member of staff.
- A combination of teacher assessment levels and test results are recorded using the online O Track software. Current levels of attainment are entered in the cohort file for each year group. Progress is closely monitored by the SLT and English/Mathematics Subject Leader. Test papers are retained as evidence to verify teacher assessment levels.

### ***Assessment in Science***

- The teacher assesses against the learning objectives and the attainment levels in the National Curriculum Programme of Study.

### ***Assessment in all other curricular areas***

- 4.1 Records of progress in other curricular areas are maintained by individual class teachers and are used as a basis for reporting to parents in Term 6 against national expectations for their child's year group. These records are passed to the next class teacher at the end of each academic year.
- 4.2 Teacher assessments should:
- be made systematically and continuously throughout each key stage
  - give all pupils the opportunity to demonstrate what they know and understand
  - use a variety of assessment techniques
  - be carried out as part of normal classroom activities
  - use both formal and informal assessment opportunities.

- 4.3 Learning objectives are made clear to children during each lesson so that they can understand the purpose of their activities, the progress they have made, and targets for future learning. Success criteria is used in lessons and is an integral part of the planning process. Where appropriate, children are involved in setting and evaluating success criteria.
- 4.4 Assessment activities are differentiated to ensure all children have access to the task, for example, children may be assessed orally if they are unable to produce a piece of written work (except in En3). Progress towards identified learning objectives may need to be broken down into 'small steps' for children with special needs.
- 4.5 For any child who is identified as having additional needs, teachers will ensure that assessments and planned progress towards identified learning objectives fulfil the requirements of the Code of Practice in meeting individual learning needs.
- 4.6 In making assessments, teachers strive to avoid any bias according to a child's sex, race or social background.
- 4.7 All staff are familiar with national standards in the core and foundation subjects. The subject leaders assist with the development of consistent assessment standards.
- 4.10 The structured programme of formal assessments are monitored by the subject leaders. The Year 2 and Year 6 staff plan and resource their classrooms for the standard tasks and tests, carry these out and complete the end of key stage procedures.

## **5. Background Documentation**

A wide range of D of E and L.A. documentation has been used for reference purposes in formulating this policy. Guidance documentation issued to staff during training courses and whole school staff consultation has also been helpful. Ideals and philosophies covered during staff attendance on formative assessment INSET are integral to the rationale of this policy.

## **6. Review**

- 6.1 The effectiveness of this policy will be reviewed by staff in the Summer term 2015. Any consequent revisions to the policy will be presented to the Governing Body for discussion at their termly meeting in the Autumn Term 2015.

# Assessment and Monitoring

## Autumn Term

Reception	Foundation Stage Profile (ongoing)
Y1 – Y6	Salford Reading Test
Y1- Y6	Pupil Progress Meetings in English and Mathematics

## Spring Term

Reception	Foundation Stage Profile (ongoing)
Y1- Y6	Pupil Progress Meetings in English and Mathematics

## Summer Term

Reception	Foundation Stage Profile (ongoing)
Year 2	SATs/ Teacher Assessment in Reading, Writing and Mathematics
Year 3	QCA Optional SATs in English and Mathematics
Year 4	PIPS
Year 4	Group Reading Test (County SEN Dept)
Year 4	QCA Optional SATs in English and Mathematics
Year 5	QCA Optional SATs in English and Mathematics
	11+ Familiarisation Papers
Year 6 Mathematics	SATs/ Teacher Assessment in Reading, Writing, GAPS and
Y1 – Y6	Salford Reading Test
Y1 – Y6	Standardised Spelling Test
Y1- Y6	Pupil Progress Meetings in English and Mathematics