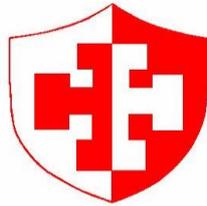


# **PREES C. E PRIMARY SCHOOL**

## **Assessment Policy**



*Believe and Achieve*

### **Prees C.E School Our Mission Statement**

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community.  
The cross of St Chad symbolises our link through the ages to the Cathedral of our  
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



*Believe and Achieve*

Written Sept 2015.  
First review, November 2015  
Re written April 2016  
Adopted by Curriculum committee:

### **Introduction**

From September 2015, levels will no longer be used for statutory assessments. Although Attainment Targets remain in the national curriculum orders, they now refer explicitly to ensuring all pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study.

From summer 2016 the results of national curriculum tests at Key Stage 1 and 2 will be reported in the form of scaled scores.

The Department for Education has been clear that schools should have the freedom to develop their own approaches to in-school assessment between key stages and that this should not necessarily emulate statutory assessment for accountability purposes.

### **The purposes of assessment**

Effective assessment is clearly tied to its purpose:

#### **Why pupils are being assessed**

- For pupils: to be able to measure their mastery of the curriculum against the learning objectives and to signpost them to what they need to learn next to progress further.
- For teachers: to establish what pupils already know; to identify gaps in knowledge in the age appropriate curriculum in order that they can plan for appropriate learning opportunities to enable pupils to demonstrate the assimilation of skills, knowledge and application. It should help them to understand the learning journey of each individual, to identify where children may be struggling, need additional support or giving opportunities to broaden and deep knowledge and application. It is also a measure of teaching effectiveness.
- For senior leaders: to make judgements on the standard of teaching and learning taking place in the school and to inform professional dialogues about individual pupils.
- For parents: to understand the strengths and weaknesses of their child and to work in partnership with school to maximise a child's potential. Also to understand where their child lies in relation to age related national expectations.
- For outside agencies: an assurance that children are being taught effectively and that robust assessments are being used to measure attainment in order that children may fulfil their learning potential.

#### **The things which the assessment is intended to measure**

- The amount and quality of effective teaching and learning.
- An assurance of appropriate coverage and depth.

#### **What the assessment is intended to achieve**

- An ongoing picture of a child's understanding on a day to day/object by objective basis (formative) to inform planning for the step in learning or whether further consolidation or support is required.

- A 'snapshot' of performance and understanding to date of each child, in relation to the amount of the curriculum covered. Also a 'snapshot' of the performance of the whole school as well as individual cohorts. (Summative)

#### **How the assessment information will be used**

- To inform teacher's planning.
- To inform senior leaders about performance and the need for additional CPD.
- To report to parents the performance of their child in relation to Age Related Expectations (ARE)
- To help children to understand what they need to further work on or to learn next.
- To inform Governors about the performance of the school.
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed age related expectations or for those for whom learning is more challenging, that they are making progress commensurate with their starting points.
- Teachers and leaders analyse the data termly and across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are appropriately challenged.

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

#### **There are three broad overarching forms of assessment, each with its own purposes**

- Day-to-day in-school formative assessments.
- In-school summative assessment.

#### **Principle of Assessment at Prees CE Primary School**

It is our belief that no one form of assessment gives an entirely accurate picture of an individual child's performance, but the triangulation of this information by professionals, alongside detailed knowledge of the way a child performs in class day by day and the evidence observed in books, builds the most accurate picture.

This approach is inclusive of children of all abilities including children with SEND and needs to use meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. This school works in line with the Special Educational Needs and Disability Code of Practice, 0 to 25 years and the Inclusion Act 2010 to ensure that assessment can be adapted as far as possible to show what a child can do.

- **Assessment is at the heart of teaching and learning.**
  - It provides evidence to guide teaching and learning.

- It provides the opportunity for pupils to demonstrate and review their progress.
- **Assessment is fair.**
  - It is inclusive of all abilities.
  - We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions against what a pupil is expected to know and be able to do, matched to age related expectations.
- **Assessment is honest.**
  - Assessment outcomes are communicated in ways that minimise undesirable effects.
  - Outcomes are conveyed in an open and honest way to assist pupils with their learning.
  - Assessment judgements are moderated by professional colleagues to ensure accuracy. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- **Assessment is ambitious.**
  - Achievement is placed in context against nationally standardised criteria and expected standards.
  - Assessment demonstrates a pathway of progress and development for every child.
  - Assessment objectives set high expectations for learners.
- **Assessment is appropriate**
  - It should draw on a wide range of evidence to provide a complete picture of pupil achievement.
  - Procedures and records should be sufficient to allow pupils, teachers and parents to understand and plan for future learning.
- **Assessment is consistent.**
  - Judgements are formed according to common principles applied by all school staff.
  - The results should be readily understandable by third parties.
  - The school's results are capable of comparison with other schools, both locally and nationally.
- **Assessment outcomes provide meaningful and understandable information for:**
  - pupils in developing their learning;
  - parents in order that they may support their children's learning;

- teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
  - school leaders and governors in planning and allocating resources;
  - external moderators and inspectors.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more in depth understanding and progress can be achieved.
- **Recording**
- Whilst a record of assessments is important, it should be manageable and not be repetitive or replicating the same information a number of times.
- **Accountability**
- The Head teacher is responsible for maintaining the assessment policy.
  - Subject leaders and the Headteacher are responsible for monitoring the effectiveness of assessment practices in the school.
  - All staff are regularly trained in our agreed approach to assessment.
  - The Governing body are responsible for ensuring that the cycle of assessment, informing planning, teaching and learning is robust and fit for purpose and that the outcomes and therefore the implications for school performance are challenged.

#### **Assessment Practices at Prees**

#### **Formative Assessments**

For example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*
- *Discussion with pupil/oral feedback*
- *Plenaries*
  - *Early years 'Learning Journey' annotated evidence of work*

#### **EARLY YEARS:**

- Children are baselined using 'Development Matters' and are continuously assessed throughout their time in the Early Years Foundation Stage (EYFS) in accordance with the Foundation Stage Profile. Assessments are based primarily on observation of daily activities and events. Assessments take into account the views of the child, parents and carers and other adults who have significant interactions with the child. The Reception teacher completes a profile for each child at the end of the school year assessing the children against the 17 early learning goals (ELGs) together with a short narrative describing the child's three learning characteristics. This results in a judgement of emerging (working below), expected (working at ARE), or exceeding (working at greater depth), for each child. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

### **In school summative assessments**

For example:

- *End of term tests/ baselining*
- *Short end of topic or unit tests*
- *'Cold' and 'hot' examples of work eg pre and post teaching of a unit of work*
- *Individual chronologies to inform reviews for pupils with SEN and disabilities*

### **Nationally standardised summative assessments,**

For example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Schonnel Spelling test (beginning and end of the year)*
- *Salford reading test (termly)*
- *Edinburgh reading test (KS2 for comprehension)*
- *Y1 and 2 phonic check*

### **Recording and Tracking Data**

From March 2016 Prees invested in a tracking system for Reading, Writing Spelling, Punctuation and Grammar and Maths. (*Mintcake Markbooks*) These are 'live' excel spreadsheets detailing all the year group objectives, some of which we have broken down into smaller 'chunks' which individual teachers can mark off with a 5 point score.

As a school we have an agreed practice that points 1 and 2 are an emerging or 'working towards' an objective which may have been taught but is not yet fully embedded and so the child can meet the objective with an amount of support. Points 3 and 4 denote degrees of mastery, allowing for degrees of confidence with the objective. Point 5 denotes a child who has mastered and is working at greater depth at a particular objective.

The Markbooks calculate not only an average score (eg. 3.02; 4.06 etc) for the curriculum but also it highlights how much of the curriculum has been covered. Three times a year the markbooks are saved and printed to demonstrate a 'snapshot' of where an individual is at the ends of each term. These snapshots also allow for professional conversations as to rates of progress throughout the year. These Assessment points form the basis of professional appraisal conversation at the termly Pupil Progress Meetings, along with the smaller steps tracking of children who are working below their age related expectation.

For the teachers of Year 2 and 6, they have also been marking off the dates when significant assessment milestones have been met in order to inform their teacher assessments against the interim descriptor for use in 2016 only.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing using standardised tests. Professional judgements are made as to whether children are on track for ARE by the end of their academic year or whether they are working below ARE or working at greater depth.

Assessment judgements are moderated by colleagues in school and colleagues in other schools to make sure that our assessments are fair, reliable and valid.

### **Reporting to Parents and Governors**

Teacher judgements are reported to parents at least three times a year with termly Parents consultation meetings in Autumn and Spring terms where a written target card and 'ways to help your child' details are given. Formal written reports are given at the end of the academic year with an offer of an additional meeting with staff if required.

Children with SEND are offered termly meeting to review their child's progress and to input to their child's Personal Chronological Pathway (PCP).

Data reports are given to Governors termly as part of the Headteacher's report, where the performance of different significant groups of children are analysed.

At Prees CE Primary School, we value and celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.