



Allesley Primary School Assessment Policy



Introduction

At Allesley Primary School, our overall aim is to provide a superb quality of education for all of our children. In order for every child to be able to fulfil their full potential, we will ensure an approach to assessment that meets the needs of all children, informs teaching and demonstrates children's progress from their individual starting points.

We believe that the primary purpose of assessment must be to facilitate progress in a child's learning and as such, it is an essential part of teaching, learning and management within the school.

Effective assessment must be an ongoing process which identifies where a child is in their learning journey, in order for high quality teaching to be targeted to meet the needs of all children, ultimately impacting on learning. At Allesley Primary School, all children receive regular feedback on their learning so that their achievements can be celebrated and they can understand what they need to do in order to improve. Regular communication with parents about their child's progress aims to ensure that teachers, children and parents work together to raise standards.

The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning, facilitate continuous improvement and support achievement. Assessment takes place in all year groups and across all subject areas and can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive to ensure that every child is able to achieve and make good progress from their individual starting points.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is an integral part of the school's performance management process to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims and objectives

The aims and objectives of assessment at Allesley Primary School are to:

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against their individual starting points and age-related expectations (where appropriate), to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.

- Provide comprehensible information to parents and carers about the progress their children are making and how well they are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.

Governance, Management and Evaluation of Assessment

The following groups of people have a vital role to play in order to ensure that assessment is carried out effectively:

Children

- Take ownership of their learning, working hard to achieve their targets.

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team and Assessment Team

- Arrange and facilitate moderation meetings so that teacher assessments are robust.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use on-going formative assessment to plan lessons which meet the needs of all pupils.
- Make summative judgements at defined points in time.
- Provide ongoing feedback and set realistic targets for individual children.
- Provide assessment information to the senior leadership team, parents and children.

Teaching Assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

How Assessment Outcomes are collected and used

At Allesley Primary School, we use 3 key forms of assessment to improve learning and raise attainment:

- a) In-school formative assessment
- b) In-school summative assessment

c) Nationally standardised summative assessment

a) In-School Assessment for Learning (Formative)

This involves the day-to-day assessment of all children as an integral part of teaching to check if they have learned what has been taught in the lesson. This enables assessment to be embedded at all points of the planning-teaching-learning cycle. For example, the children's prior knowledge is assessed to inform the teacher's planning, and during all lessons, teachers will continuously assess how children's learning is progressing.

The following strategies will be used and will vary according to the age of the children or the activity taking place:

- **Monitoring** - While children are learning, teachers and other adults in school monitor children's work and intervene where necessary to ensure appropriate progress is made.
- **Marking** - Teachers use the opportunity of marking children's work to check progress against learning objectives and suggest next steps for improvement. We use a range of simple codes to simplify the process (as displayed in classrooms and in the back of all children's books), and try to make comments as succinct and positive as possible. When appropriate, marking may take the form of verbal feedback to individuals or groups.
- **Questioning** – This may involve using open questions phrased to invite pupils to explore their ideas and reasoning.
- **Self-assessment** - We involve children in the assessment of their own learning by providing a range of opportunities to comment on their progress and understanding. This may take the form of marking against shared success criteria.
- **Observing pupils** – This may involve listening to how the children describe their work and their reasoning or teachers and other staff observing children learning and recording their progress against given criteria.

b) In-School Assessment of Learning (Summative)

This takes the form of termly assessment of all pupils to enable us to track their progress. It is important for us to identify not only how each child is attaining/progressing, but also to have a solid evidence base to inform such judgements. As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations (where appropriate). This is based on the National Curriculum objectives each child has met for their particular year group at the end of each term.

The summative information can also be used formatively, so that planning and teaching approaches are adapted based on the needs of individual children and gaps in learning which have been identified.

c) Nationally standardised summative assessment (Summative)

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception baseline check (statutory from September 2016)
- Year 1 Phonics Screening Test
- End of KS1 SATs in Reading, Writing and Maths and teacher assessment of maths, reading, writing and Science (end of Year 2)
- End of KS2 SATs in Grammar, Punctuation and Spelling, Reading and Maths and teacher assessment of maths, reading, writing and Science (end of Year 6)

Teachers moderate work at similar levels across school and with other schools in the Roots Network to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Data Gathering and Analysis

At three points each year we capture the children's attainment in Reading, Writing and Maths (Years 1-6) and examine children's progress against their individual starting point. This is done through a range of summative forms of assessment such as testbase and rising stars as well as teacher assessment through book trawls and moderation with other year groups.

Pupil Progress meetings then take place and provision maps are put in place to ensure that children's needs are met as soon as possible through intervention strategies, or through targeted teaching in class.

At four points during the year we capture the children's attainment in the Early Years Foundation Stage (EYFS) in the three prime areas of PSED (Personal, Social and Emotional Development), communication and language and physical development and the four specific areas of literacy, maths, expressive arts and design and understanding of the world, using the Development Matters age bands.

Pupil progress is also discussed with the School improvement partner on a termly basis.

Reporting to Parents

At Allesley Primary School, we value the role of parents and carers as stakeholders in their children's education. We meet our legal requirements for communicating about children's performance and progress in a number of ways, including parents' evenings in the Autumn and Spring terms and a written report in the Summer term. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Written Reports

In July, parents receive a written report covering all the aspects of a child's learning. We comment on English, mathematics and science skills in detail, while giving a more general indication of progress and attainment in the other subjects. We also comment on each child as a learner, and on their general attitude and behaviour. The report also includes comments from the Headteacher and a summary of attendance data for the year. Part of the report also gives the children an opportunity to provide their own assessment of their performance and progress during the year.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

Verbal feedback

We give children verbal feedback on their work on an ongoing basis. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. Some written feedback may also be given in addition to or instead of any verbal feedback.

Written feedback

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. We may also provide an additional level of challenge for the child or identify what they need to do next in order to produce even better work in the future. Having children assess their own or each other's work can also be very effective, because it enables them to clarify their ideas on progressing to the next step, and this may also sometimes be built into the assessment process, where appropriate.

Planning for feedback

We believe that learning is maximised when children enter into a dialogue about their work. In order to ensure that the time our teachers spend on marking has a real impact on the children's progress, we ensure that regular time is allowed for the children to absorb any written comments, answer any follow-up or challenge questions, and also to ask any questions of their own. There may also be improvements they can work on during this time. This may happen at the start of a lesson or at other suitable times within the school day.

Monitoring and Review

Our Assessment Team is responsible for monitoring the implementation of this policy. This policy will be reviewed every three years.

Date: September 2020

Date to be reviewed: September 2023