

Milverton Primary School



Assessment Policy

Aim Statement

The school commits itself to providing learning of a high quality, and part of this provision takes the form of assessment. This will be an integrated part of the teaching and learning process. Our aim is to monitor and report attainment and progress of the pupil in a meaningful and manageable way in order to plan for effective future learning.

Agreed Aims of Assessment

- To work towards gaining a picture of the whole child.
- To gather regular information about the child in order to inform the next step.
- To find out what the child knows, understands and can do.
- To identify specific needs.
- To gauge the effectiveness of the teaching and learning situation and plan accordingly.
- To reward and motivate pupils, to set new targets. (See Marking & Feedback Policy)
- To provide information on performance to others for continuity and progression planning.
- To involve children, parents and teachers in evaluation.
- To fulfill statutory requirement of assessment.

Types of Formative Assessment

Success Criteria

Success criteria are used in every lesson. They accompany the learning objective and enable the children to understand how to be successful. They also enable teachers to make formative assessments, collecting evidence for Assessing Pupils' Progress (APP) and shaping future learning.

Class Target Walls

Each class has a target wall which will be regularly updated to display the current targeted learning for that class. The objectives will be displayed alongside resources which will help the children to understand their learning and activities to practise at home.

Assessment without Levels

In line with the new curriculum, the school has adopted the new process of assessment without levels. Classroom Monitor is used as a tool to assess and track the children's attainment and progress in Reading, Writing, Maths and Science within each year group stage. Evidence is collected throughout a week's learning and referenced against achieved objectives within the child's year group stage. Classroom monitor is used to collate this evidence online with formal tracking grids created termly.

At the end of the year, staff use this evidence to determine whether children are working below/have met or are working above the expected national standard.

All staff have received training based on Shirley Clarke's techniques for formative assessment and use these techniques within their daily teaching.

(ref: <http://www.shirleyclarke-education.org/>)

Statutory Assessment

All staff involved with administering National assessments (i.e. EYFS Prime and Specific Areas of Learning, SATs) will comply with statutory requirements. They will attend relevant training to ensure they are familiar with any recent changes.

Pupils' Involvement

Children are involved in setting their own success criteria and evaluating and improving their own and others' learning against those criteria. Feedback also corresponds with these success criteria, giving the children clear understanding of their successes and next steps (see marking policy) which will be followed up using a pink pen (Rethink in Pink).

The class target walls are introduced at the annual welcome meetings, shared at learning review meetings and accessed as regularly as parents choose to, allowing them to access information about the children's next steps.

Assessment in the Foundation Stage

On entry to the school children will be assessed using the Early Excellence baseline materials. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year, children will be assessed against the EYFS Prime and Specific Areas of Learning using the teacher's on-going observations, learning activities and specific assessments. Each child's typical developments and achievements are recorded in individual 'learning journey' profiles. Progress will be formally tracked termly, with a baseline assessment recorded on entry.

Forms of Annotation/Feedback

All staff will use forms of annotation agreed throughout the school (see Marking & Feedback policy).

Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Classroom Monitor/ EYFS Prime and Specific Areas of Learning (Reading, Writing, Maths and Science)
- Teachers' plans
- Children's learning
- Teachers' notes
- Teachers' mark books
- Photographs, film clips and ICT
- Individual learning journeys (FS)

Formal tracking sheets for Reading, Writing and Maths will be updated termly using assessments made using Classroom Monitor.

Progress of individual cohorts will be discussed and analysed during termly pupil progress meetings allowing for the setting of future targets and allocation of intervention.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the cluster
- By attending Local Authority sessions to ensure our judgements are in line with other schools
- By using the SATs exemplification materials
- School portfolios of moderated work will be kept by the assessment coordinator/curriculum leaders

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term.

Reports outline a child's age related attainment and effort in English, Maths and Science with additional comments made about progress in all other curriculum areas including learning skills. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend a 'Welcome Meeting' at the start of the year which provides information about all areas of school life, including assessment. 'Learning review meetings' take place during the Autumn and Spring terms, allowing parents to discuss their child's progress and next steps with the teacher and an end of year meeting provides an opportunity to discuss the written report. Parents are also invited to attend IEP reviews, if their child is on the SEN register. Parents are encouraged to contact the teacher throughout the year to discuss concerns that may arise.

Monitoring and Evaluation

Monitoring to ensure that the policy is understood and implemented by all staff will be carried out by the Curriculum Leaders, the Assessment Co-ordinator and the Headteacher.

This monitoring may involve:

- *Three way monitoring (lesson observations, pupil interviews, work/planning trawls)
- *Moderation of pieces of work across the age ranges.
- *Target walls

*Pupil progress meetings

*self evaluation – points target setting and attainment and progress improvement plans

Assessment Training for Staff

All staff will be involved and consulted in matters of policy relating to assessment.

They will have opportunities to:

- a) Share assessment techniques with each other.
- b) Use a common method of recording (Classroom Monitor) in order to provide continuity and ease of access.
- c) Reach consistent understanding of standards.
- d) Devise appropriate learning/assessment tasks.
- e) Be involved in judging against specific criteria.
- f) Be involved in moderating and annotating pupils` work.
- g) Work towards encouraging children to evaluate their own work and to set future targets.

Most of these opportunities will be provided through: staff meetings, key stage meetings, cluster meetings and training days.

The School Assessment Coordinator

The Assessment coordinator will attend training meetings, as appropriate, to discuss wider issues of assessment. Ideas/activities arising through such discussions will be disseminated through in-school training and meetings.

Curriculum Leaders

Curriculum will work towards promoting consistency in assessments across the school.

The policy will be reviewed and any necessary changes made every three years and this will be reflected in the School Improvement Plan.

Agreed by: Performance and Standards Committee

Date Agreed: Spring Term 2016

Date to be reviewed: Summer Term 2017