



Milverton Primary School

Assessment Policy 2019/20

Agreed by:	Performance and Standards Committee
Date Agreed:	Autumn 2019
Date to be reviewed:	Autumn 2022
Updated	Issue 1: Autumn 2018

Aim Statement

The school commits itself to providing learning of a high quality and part of this provision takes the form of assessment, which will be an integrated part of the teaching and learning process. Our aim is to monitor and report attainment and progress of pupils 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 in his/her learning.
- To find out what the child knows, understands and can do.
- To identify specific needs.
- To gauge the effectiveness of his/her teaching and learning experience and plan accordingly.
- To reward and motivate pupils and 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 and moving learning forwards.
- To fulfill the statutory requirements 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 progress and attainment tracking and shaping future learning. 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/>)

Class Working Walls

Each class has a 'working wall', which will be regularly updated to display the current maths and literacy learning for that class. The objectives and success criteria will be displayed alongside resources, which will help the children to understand their learning and activities to practise at home.

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 without Levels

In line with the national curriculum, the school has adopted the process of 'assessment without levels'. Using materials from Peer to Peer, White Rose Hub and Primary Science, we have created our own grids 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 term's learning and referenced against achieved objectives within the child's year group stage. Termly tracking grids are then completed to be used in pupil progress meetings, informing future teaching and targeted support.

For reading and maths, judgments are further supported by termly tests provided by Rising Stars (reading) and White Rose Hub (maths).

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

Statutory Assessment

All staff involved with administering National assessments (i.e. EYFS Prime and Specific Areas of Learning and 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 & Feedback policy) which will be followed up using a pink pen (Rethink in Pink).

Governor Involvement

Governors receive regular feedback at FGB and Performance and Management meetings. Presentations, examples, book trawls and updates are regular, termly features within their link visits and meetings.

Assessment in the Foundation Stage

During their reception year, children will be assessed against the EYFS Prime and Specific Areas of Learning using the teachers' on-going observations, carefully designed 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 pupils' progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways.

These include:

- Subject specific assessment grids for KS1 and KS2
- EYFS Prime and Specific Areas of Learning (Reading, Writing, Maths and Science)
- Planning
- Children's learning journals and books
- Teachers' notes
- Photographs, film clips and ICT
- Individual learning journeys (FS)

Formal tracking sheets for reading, writing and maths will be updated termly. Progress of individual cohorts, including groups within those cohorts, will be discussed and analysed during termly pupil progress meetings, allowing for the setting of future targets and allocation of targeted support.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers moderate 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 judgments are in line with other schools
- By using the SATs exemplification materials
- Referring to school portfolios of moderated work kept by the assessment coordinator/curriculum leaders
- Taking part in formal LA moderation in EYFS, end of KS1 and end of KS2, for either new to year group teachers or as part of the 4-year monitoring cycle

Reporting

Reports promote and provide:

- Good home/school relationships
- Information for parents about their child's learning including strengths and next steps
- 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 the child's age related attainment and effort in English, maths and science with additional comments made about progress in all other curriculum areas including the Super 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 end of the year, ready to enter their new class, 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 open evening provides an opportunity to discuss the written report. Parents are also invited to attend IEP reviews, if their child is on the SEND 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 – start of year target setting/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:

- Share assessment techniques with each other
- Use a common method of recording in order to provide continuity and ease of access
- Reach consistent understanding of standards
- Devise appropriate learning/assessment tasks
- Make judgments against specific criteria
- Moderate and annotating pupils' work
- 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

Our curriculum will work towards promoting consistency in assessment 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.