

# Thurlton Primary School

# Assessment

# Policy



## **Policy Consultation & Review**

This policy is referred to in our School Prospectus, is available on request from the School Office and is also on our website.

We inform Parents/Carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on a bi-annual basis.

This policy was reviewed and ratified by the Governing Body on:

Signature *Alicia Howley* Headteacher

Date: *7.11.22*

Signature *[Signature]* Chair of Governors

Date: *7/11/22*

## **INTRODUCTION**

Assessment lies at the heart of the process of promoting children's learning at Thurlton Primary School. It provides a framework within which educational objectives may be set and pupil's progress expressed and monitored. This should be done in partnership with the pupils. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It supports the school to strengthen learning across the curriculum and helps staff enhance their skills and judgements.

## **AIMS and PRINCIPLES of ASSESSMENT**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- ensure early identification of pupils with SEN and more able pupils
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform Parents/Carers and the wider community of pupil achievement
- communicate accurate information about the pupils that is useful to staff, pupils, Parents/Carers and other educational agencies
- comply with statutory requirements
- actively engaged the pupils in their own learning

## **STRATEGIES FOR ASSESSMENT**

- observation - watching the pupils on task
- questioning/discussion with pupils
- peer and self-assessment against clear success criteria
- photographing/videoing/audio taping work in progress
- scrutinising pupil's written work
- marking the pupil's work according to the Marking Policy
- teacher devised tests for areas such as spellings, tables
- statutory formal assessments: EYFS, SATs at Year 2 and Year 6, Phonics in Year 1 & 2 and Yr 4 multiplication test.
- non-statutory tests for Year 3, 4, 5; (eg NFeR)

## **ASSESSMENT APPROACHES**

At Thurlton Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **IN-SCHOOL FORMATIVE ASSESSMENT**

Effective in-school formative assessment enables:

**STAFF:** to gain reliable judgements about how learners are performing, related, where appropriate, to national standards

to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

**PUPILS:** to support all pupils to demonstrate what they know, understand and are able to do related to shared learning objectives

to identify areas in which they need to improve

to provide feedback which leads to pupils recognising the **next steps** in their learning

**PARENT/CARERS;** to enable Parents/Carers to be involved in their child's progress

to be informed by the school of the objectives their child is working towards achieving

to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

## **IN-SCHOOL SUMMATIVE ASSESSMENT**

Effective in-school summative assessment enables:

**SCHOOL LEADERS** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

**TEACHERS** to evaluate learning at the end of a unit or period and the impact of their own teaching

**PUPILS** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

**PARENTS/CARERS** to stay informed about the achievement, progress and wider outcomes of their child across a period

## **STRATEGIES FOR ASSESSMENT**

- observation - watching the pupils on task
- questioning/discussion with pupils
- peer and self-assessment against clear success criteria
- photographing/videoing/audio taping work in progress
- scrutinising pupil's written work and book scrutinises
- marking the pupil's work according to the Marking Policy
- teacher devised tests for areas such as spellings, tables
- school based curriculum assessment sheets
- double page spread assessments at the end of each topic
- baseline assessments for Reception pupils
- non-statutory formal assessments for Year 3, 4 and 5 (NFeR)
- statutory formal assessments

## **NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT**

Nationally standardised summative assessment enables:

**SCHOOL LEADERS** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

**TEACHERS** to understand national expectations and assess their own performance in the broader national context

**PUPILS, PARENTS/CARERS** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

DfE Baseline Assessment

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics Screening Check in Year 1

Year 4 multiplication test

National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

## **ASSESSMENT IN THE FOUNDATION STAGE**

On entry to school, pupils will be informally assessed using classroom based observations and formally assessed using the DfE Baseline Assessments. Results are used to inform planning, set targets and aid early identification of special needs.

Pupils are assessed each half term to ensure that the next steps in learning are appropriately planned in order to help pupils make progress.

During their Reception year, pupils will be assessed using the EYFS standards based on the teacher's on-going observations and assessments in the seven areas of learning.

Each pupil's typical developments and achievements are recorded in their individual assessment files, **Learning Journeys** and on Tapestry.

## ***COLLECTING and USING DATA***

Teachers use Pupil Asset to keep children's records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. Half Termly teacher assessments for Reading, Writing and Maths are recorded on the school tracking system (Pupil Asset).

Targets are set using tracking data, external data (Fischer Family Trust), and staff knowledge of individual pupils. These targets are reviewed half termly during pupil progress meetings to ascertain if the children are **on track** to achieve their targets.

When a pupil is not meeting targets these pupils will be provided with intervention. When planning, specific individuals and focus groups are highlighted and special consideration is made about how to deploy support staff and provide extra teaching time. Pupils are aware of their own targets and have clear strategies in place in order to achieve them (next steps stamps)

## ***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/trust/authority
- by attending LA sessions to ensure our judgements are in line with other schools
- by using DfE exemplification materials.

## ***INCLUSION***

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils. However, this accounts for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

## ***REPORTING TO PARENTS/CARERS***

Parents/Carers are provided with short written reports: at the end of the Autumn 1<sup>st</sup> half term, the end of the Autumn 2<sup>nd</sup> half term and the end of the Spring Term. These include attendance figures, their child's attainment against the Age Related Expectations in Reading, Writing and Maths and a Support Suggestion for Parents/Carers.

Annual reports to Parents/Carers, commenting on all elements of the curriculum are provided at the end of the Summer Term. For pupils in Reception, Year 1, Year 2 and Year 6 statutory results are reported separately but provided with the annual report.

Parent/Carers Evenings are offered at the end of the Autumn 1<sup>st</sup> half term, the end of the Spring 1<sup>st</sup> half term and the end of the Summer term.

Each term Come, Look and Share sessions are offered so that Parents/Carers can see the work their child has done. Parents/Carers are encouraged to speak to the class teacher if they have any concerns about their child's learning.

## ***ROLES AND RESPONSIBILITIES***

### ***THE GOVERNORS***

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### ***THE HEADTEACHER***

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### ***THE TEACHERS and TEACHING ASSISTANTS***

Teachers are responsible for following the assessment procedures outlined in this policy.

## ***MONITORING***

This policy will be reviewed bi-annually, led by the Assessment Coordinator but in collaboration with all teaching staff. At every review, the policy will be shared with Governors.

All staff are expected to read and follow this policy. The Assessment Coordinator is responsible for ensuring that the policy is followed.

The Assessment Coordinator will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutinies
- pupil progress meetings.
- discussions with curriculum subject leaders

## ***LINKS WITH OTHER POLICIES***

This assessment policy is linked to:

- All Curriculum policies
- Early Years Foundation Stage Policy and Procedures