**Thackley Primary School**

**Assessment Policy**

October 2018

**Aims**

Using the principles and processes of assessment, our aim is to:

* Monitor progress and support learning.
* Celebrate the achievements of pupils and identify areas for development.
* Inform pupils of their progress and give guidance on how to improve.
* Guide planning, teaching, additional support, curriculum development and the creation of resources.
* Communicate with parents/carers and the wider community about our pupils’ achievement.
* Provide information to ensure continuity when a pupil changes year group or leaves the school.
* Comply with statutory requirements.

# **Ration****ale**

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report[[1]](#footnote-1) and DfE guidance on assessment and accountability reforms for primary schools.[[2]](#footnote-2)

# **Legal framework**

This policy has been created with regard to the following DfE guidance:

* DfE (2014) ‘Reforming assessment and accountability for primary schools’
* DfE (2017) ‘Primary assessment in England’
* DfE (2017) ‘Statutory framework for the early years foundation stage’

# **Key roles** **and responsibilities**

The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.

The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Head of School has responsibility for handling complaints regarding this policy as outlined in the school’s Complaints Procedure Policy.

The Head of School is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The Assistant Headteacher is responsible for collecting and interpreting assessment data and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

The SENDCOis responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.

Class teachers are responsible for maintaining accurate pupil records, analysing class data to inform planning and reporting progress to parents/carers.

All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO and Head of School.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

# **Formative Asse****ssment**

*Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.*

**EYFS**

A mixture of long and short observations with some planned and some incidental as well as a balance of child initiated and adult led activity.

**KS1 & KS2**

Formative assessment includes but is not limited to the following:

# marking and feedback *(see Marking and Feedback Policy)*

# questioning

# self and peer-assessment

# observations

# **Statutory Summative Assessments**

*Statutory activities or tests which assess final achievement at the end of the year*

**EYFS**
All Nursery and Reception teachers complete an EYFS (Early Years Foundation Stage) Profile for each child in their final term of Reception. The primary focus of the EYFS Profile is to provide an accurate assessment of individual children at the end of the EYFS which measures their attainment against a set of Early Learning Goals.

**Year 1 Phonics Screening Check**
The Year 1 Phonics Screening Check is a short assessment at the end of Year 1 which confirms whether individual pupils have learnt phonic decoding to an appropriate standard. Any child not achieving the national standard at the end of Year 1 will retake the test at the end of Year 2.

**Assessment at Key Stage 1**
These are tasks and tests which are carried out in the Spring Term of Year 2. They are designed to be administered informally and as part of normal classroom activity. The results inform teachers’ overall assessments in Reading, Mathematics, Grammar, Punctuation & Spelling and Science.

**Assessment at Key Stage 2**
Schools are required to administer the following tests to all children in Year 6 who are working within the  National Curriculum: Reading,Mathematics English Grammar, Punctuation and Spelling.

# **Non-Statutory Summative Assessments**

*Activities or tests which assess final achievement at the end of the half term or term.*

**Assessment at Key Stage 1**

Half termly assessments will take place for Reading (PIRA test) PUMA (Maths test) Grammar, Punctuation & Spelling (GAPS Test), and Phonics to track progress and enable swift intervention for any child not making expected progress or at risk of not achieving the national standard by the end of the year.

Writing will be assessed against the year group requirements of Target Tracker in Year 1. Year 2 will assess writing using the national exemplification materials.

**Assessment at Key Stage 2**

Half termly assessments will take place for Reading (PIRA test) PUMA (Maths test) Grammar, Punctuation & Spelling (GAPS Test) to track progress and enable swift intervention for any child not making expected progress or at risk of not achieving the national standard by the end of the year.

Writing will be assessed against the year group requirements of Target Tracker in Years 3-5. Year 6 will assess writing using the national exemplification materials.

Year 6 will also complete practise SATs papers in preparation for their Statutory End of Key Stage Assessments.

# **Tracking and revi****ewing progress**

Formative and summative assessment milestones are recorded electronically using a central assessment spreadsheet and Target Tracker.

Pupil progress meetings for each year group are scheduled half-termly and focus on:

* Reviewing the progress of all pupils.
* Identifying and monitoring cohorts of pupils that are underperforming.
* Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
* Selecting intervention strategies to implement as a team to tackle barriers to learning.
* Monitoring the impact of interventions

# **Records and re****cord keeping**

Teachers use records to review pupils’ progress and form the basis of reports to parents/carers. Records are kept in the following formats:

* Pupil work books
* Teacher mark books
* Year group & key stage data collection spreadsheets
* Target Tracker
* EYFS profiles – Learning Journeys & Target Tracker

# **Standardis****ation and 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 progress in the following ways:

* Collaboration with colleagues
* Partnership with colleagues from other schools within the local area
* Attendance at LA sessions to ensure judgements are in line with other schools/academies

# **R****eporting**

Annual reports will be sent to parents containing information about their child’s achievements in subjects, their attitude and effort, results of national curriculum tests along with information about scaled scores and whether or not their child met the national expected standard.

Parents are invited to attend formal consultations (parent/carer evenings) with their child’s class teacher during the Autumn and Spring terms. A Mid-Term Report will be shared with parents at the Spring consultation evening.

Parents/carers are also welcome to discuss the progress of their child with class teachers or the Head of School at other times.

Class teachers, Head of School or the Executive Headteacher may invite some parents for an interview to discuss their child’s progress, if required.

The Head of School reports progress and attainment data relating to class, year group, key stage and specific target groups to governors on a half termly basis in the form of a Head of School’s Report and other detailed reports.

# **P****olicy review**

This policy will be reviewed in 2020 by the Senior Leadership Team in partnership with school governors and curriculum leaders. Any necessary changes will be made and communicated to all members of staff.

1. DfE and Standards and Testing Agency (2015) ‘Commission on Assessment Without Levels: Final Report’ [↑](#footnote-ref-1)
2. DfE (2014) ‘Reforming assessment and accountability for primary schools’ [↑](#footnote-ref-2)