



# SPARKENHOE COMMUNITY PRIMARY SCHOOL

## Assessment Policy

Person responsible for policy: Assistant Headteacher

This policy is written in line with the curriculum policy, the marking policy and the presentation policy.

### INTRODUCTION

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

#### **Aims**

- To ensure children make progress, know their achievements and what they need to do next.
- To track pupils for attainment and progress.
- To inform planning.
- To measure progress and attainment against national standards.
- To inform parents.

Assessment at Sparkenhoe School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

### PRINCIPLES

At Sparkenhoe Primary School we provide for differing abilities and strengths, and aim to provide learning experiences which accommodate a variety of learning and teaching styles. We adapt activities and teaching and learning as a planned process of intervention in the classroom to maximise potential based on individual need.

### REASONS FOR ASSESSMENT

#### **Promotes and Supports Learning**

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning
- engages children in the learning process



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## **Informs Teaching**

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

## **Is both formative and summative**

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation by outcome
- provides effective and progressive pupil records
- informs regular reporting to parents

## **Uses appropriate and diverse strategies**

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is carried out in a range of contexts

## **Recognises ALL pupil progress and achievement**

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self-direction
- fosters self-esteem and social development

## **Develops the capacity for self-assessment**

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting



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## TYPES OF ASSESSMENT

### **Summative Assessment**

This is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. Examples:

- Baseline Assessments
- National Standardised Tests
- Teacher assessments
- Internal Standardised tests
- End of unit assessments

### **Formative Assessment**

This is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Examples:

- Questioning
- Observation
- Discussion
- Live marking and feedback
- Reviews
- Knowledge and skills tracking
- Targets

### **Self-Assessment and Peer Assessment**

Wherever possible, children are involved in assessment. This encourages pupils to take responsibility for their own learning by teaching them to evaluate their own achievement against shared learning outcomes. It helps them to identify their own strengths and areas for improvement. It encourages individual learning goals and action plans for future progression. It fosters a self-reflective learning culture and encourages independence in learning. Examples:

- End of unit reflections
- Evaluations of work
- Evaluations against targets
- Self-marking against targets and teacher points for improvement
- Identification of own and peers points to improve
- Contributions to reports and support plans



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## **Assessing children with SEND**

Pupils identified on the SEND register are assessed in line with other pupils but may be assessed in an earlier age band. Various formative and summative assessment tools are used to ensure progression. Some pupils may be assessed on the pre key stage standards. Pupils working below the standard of the national curriculum and not engaged in subject specific study are assessed using the Engagement Model.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
- pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

## **Assessment in the Early Years**

Children in the Foundation Stage are taught according to the standards set out in the Early Years Framework. Ongoing assessment takes place through observations, interactions with the children, discussions and individual assessments.

Teachers assess children on entry in all aspects of learning and at key points during the year.

In Foundation 2, all children are assessed using the statutory reception baseline assessment within the first 6 weeks of starting school.

At the end of F2, children are assessed against all the early learning goals as either emerging or expected. Results are reported to parents. This data is also used as evidence to measure progress and inform KS1 teachers.

## **Assessment in Key Stage 1 and Key Stage 2**

Children in Years 1 to 6 are taught according to the standards set out in the National Curriculum 2014.

Children are assessed using the age related expectations for their year.

Assessments are reported as:

- Above age related expectation
- Within age related expectation
- Working towards age related expectation



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Teachers use the National Curriculum statements to assess children continuously. Progress towards meeting these statements is recorded at key points during the year. Teachers make judgements based on assessment throughout the year, termly assessments and tests.

## Statutory Assessments

Reception Baseline

Year 1 Phonics Screen

Year 2 phonics screen catch up

Year 4 times table check

Year 6 reading, grammar and maths tests; writing teacher assessment

## ASSESSMENT PROCEDURES AT SPARKENHOE

FREQUENCY	ASSESSMENT ACTION
Daily	Teacher observation of children's work.
	Teacher discussion with children about their work.
	Live marking and feedback.
	Children assess their own work against their targets or the objective of the lesson.
	Children work together to assess their work against their targets or the objective of the lesson.
	Children work individually, in pairs or in groups to assess how well a task was completed, how well the lesson objective was achieved and whether they fully understood the learning.
Other e.g. weekly; half termly; after a unit of work;	Teachers review learning at the end of a unit and adapt future planning as appropriate.
	Children take accelerated reader Star tests.
	Teachers update guided reading records.
	Staff conduct PN reading benchmarks.
	Staff conduct phonics assessments.
Termly	<b>Assessment Week:</b> children undertake formal assessments in reading and maths. These are used to inform teacher assessments. Writing is teacher assessed.
	<b>Pupil Conferences:</b> teachers work with individuals and groups of children to review learning and set next steps.
	<b>Moderation meetings:</b> Judgements are moderated using evidence from books, observations and assessments.
	<b>ALT Moderation meetings:</b> Writing is moderated across the Trust.
	<b>Pupil Review meetings:</b> Progress towards end of year targets is discussed. Teacher accountability.



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	<p>All information, including any gathered from class teachers during discussions, is used to identify strengths and weaknesses in pupil progress and attainment across the school.</p> <p>This informs subsequent actions, plans, intervention strategies; teacher training and resourcing that will take place the following term.</p>
	<p>Teachers assess whether children are working towards, have met or mastered relevant performance indicators in the foundation subjects.</p>
Yearly	<p>September: Foundation Stage baselines. F2 Reception Baseline.</p>
	<p>Autumn 1: FS Target setting</p>
	<p><b>END OF KS STATUTORY ASSESSMENTS - May</b> Year 6 statutory tests in reading, GPS and maths: externally marked Year 6 Teacher assessments in reading and maths. Teacher assessment in writing based on evidence collected over the year.</p>
	<p><b>Year 1 PHONICS SCREEN - June</b> Statutory phonics screening for Year 1. Internally marked. Year 2 PHONICS SCREEN - June Statutory phonics screening for Year 2 who did not meet the check in Year 1. Internally marked.</p>
	<p><b>Final Year Group Assessments - June</b> All children in Years 1, 2, 3, 4 and 5 undertake assessments in reading and maths. Internally marked and used to inform teacher assessments. Teacher assessment in writing based on evidence collected over the year.</p>
	<p><b>Foundation Stage End of Year Assessments - May/June</b> Final judgements against Early Learning Goals.</p>
	<p><b>Overall Analysis - end of year</b> Identifies areas of strength and weakness. Used to inform self-evaluation and the SIP</p>
	<p><b>School Improvement Plan</b> Identifies areas of weakness and actions to raise attainment.</p>
	<p><b>Target Setting - July/August</b> Individual, group and cohort targets are set for the next academic year.</p>
OTHER	<p><b>Moderation:</b> ALT moderation meetings (F1 to Year 6) to standardise judgements across schools - twice a year - three times for Year 6. KS2 Statutory Assessment Training - yearly</p>
	<p><b>External Moderation:</b> Year 1 Phonics Screening check and moderation - when chosen KS2 moderation during testing week - when chosen KS2 writing moderation - when chosen</p>



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## RECORDING ASSESSMENTS

Teacher records inform reporting, both formal and informal, to pupils, parents, phase leaders and senior leaders.

Assessments are recorded in a variety of ways:

- Individual teachers' record sheets.
- Half termly or end of unit tracking of progress.
- Termly teacher assessments of attainment for reading, writing and maths.
- Bi annual tracking of progress against assessment statements in science and the Foundation subjects.
- Bi annual teacher assessments of attainment in science and the Foundation Subjects.
- Termly report to parents outlining pupil's attainment.
- Annual report to parents.

## REPORTING TO PARENTS

**RECORDING** and **REPORTING** ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher.

### **Formal Reporting**

- Termly assessment information shared between teachers, children and parents.
- Written reports to parents in July, informed by teacher assessments and progress within age bands.
- Submission of Foundation Stage, Year 1 Phonics, Year 2 Phonics and KS2 assessment results.
- Reporting of Foundation Stage, Year 1 and 2 Phonics and KS2 assessment results to parents.