

Assessment Policy



ASSESSMENT POLICY

1. Strategy

- 1.1 At Blakedown CE Primary, we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better and so that they can **achieve** as much as they are able to. This allows us to base our lesson plans on a detailed knowledge of each pupil, who will find **joy** in recognising their improving strengths, talents and skills and in using these in **service** of others. The children will start to identify how they are '**fearfully and wonderfully made.**' Psalm 139. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. Policy

- 2.1 Aims and objectives of assessment in our school for the pupil are:
- 2.1.1 to support learning;
 - 2.1.2 to enable our children to demonstrate what they know, understand and can do in their work;
 - 2.1.3 to enable the children to be fully involved in the assessment process so they know how to improve and become independent learners;
 - 2.1.4 to motivate pupils and enhance self-esteem.
- 2.2 For the teacher:
- 2.2.1 to use assessment processes that are appropriate to the learning activities in which the pupils are engaged;
 - 2.2.2 To ensure consistency of approach in assessment and record keeping procedures.
 - 2.2.2 to use a range of assessment strategies on a day-to-day basis;
 - 2.2.3 to base their assessment judgements on a wide range of evidence in order to obtain a holistic view of pupil's achievements;
 - 2.2.4 to use Assessment for Learning strategies to accelerate progress and attainment.
- 2.3 For senior leadership:
- 2.3.1 to ensure that as an integral part of their continuing professional development (CPD), teachers should have opportunities to moderate the assessments they make in order to apply consistent judgements and thereby establish professional and public confidence in standards;
 - 2.3.2 to make sure that information from assessment is used to support day-to-day learning and teaching;

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- 2.3.3 to use information that contributes to school self-evaluation processes;
- 2.3.4 to ensure that all members of staff have a responsibility for assessment and should be involved in the development of practice across the school and the interpretation and use of the information generated.

2.4 For parents:

- 2.4.1 to be encouraged to be actively involved and contribute to the assessment process;
- 2.4.2 to be able to make appointments, as appropriate, to discuss their child's progress and will be given regular timetabled consultations within the school year.

3. Procedure

- 3.1 We use the statutory and school's curriculum to guide our teaching and to give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 3.2 We use a detailed approach to assessment in reading, writing, maths and science to collect information and standardise assessment judgements and outcomes.
- 3.3. We use relevant National Curriculum documents and schemes of work to guide and support our teaching. We use assessment guidance linked to the curriculum expectations to help us identify each child's attainment within their age related curriculum and end of key stage ITAF's.
- 3.4 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability.
- 3.5 We make a note of those individual children who achieve above or below the expected level for the lesson and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class and all data for reading, writing, maths and science is entered onto the OTrack programme each half term including data from the Early Years Foundation Stage Profile. Foundation subjects are recorded on OTrack termly.

3.6 Assessment Approach

Assessment can take the following forms:

- 3.6.1 *Formative* - ongoing teacher assessment which affects the next learning experience.
- 3.6.2 *Diagnostic* - finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
- 3.6.3 *Evaluative* - when the work of the teacher, the school, and the LA is judged by the achievements of the pupils in their charge. This informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupil's achievements.

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3.6.4 *Summative* - end of unit, half term, term, year, Key Stage where the overall summary of achievements of the pupils are recorded. This is an essential tool for identifying progress over a period of time

3.7 Observation

- 3.7.1 The teacher should develop observation techniques to support assessment. These are used to assess an individual or a small group against their success criteria.
- 3.7.2 The teacher plans observation criteria before commencing an activity. Techniques may include:
- 3.7.2.1 watching what the children do
 - 3.7.2.2 listening to what they say
 - 3.7.2.3 looking at what they produce
 - 3.7.2.4 questioning and interacting
- 3.7.3 Observation of children will provide assessment support for skills or processes that may be required for most subjects e.g. collaborating, asking and answering.
- 3.7.4 Assessment is carried out by the class teacher or an adult under his/her jurisdiction e.g. teacher assistant or volunteer helper provided with specific guidelines on what to look for.
- 3.7.5 Parents are asked to help with their child's assessment by commenting on their reading progress and the way in which they tackled their homework.
- 3.7.6 All children are encouraged to take part in their own assessment. They are told of the learning objectives for each lesson and are increasingly given the opportunity to suggest suitable success criteria. They will discuss these in plenary sessions and talk-partner time and comment on their work as to whether they have achieved them. They are also given mutually agreed group and/or individual targets in reading, writing and maths after discussing their work with the teacher.
- 3.7.7 In Key Stage 2 children will be encouraged to develop the skills of peer and self assessment by checking if they have achieved the learning objective through the success criteria identified and created at the beginning of the lesson.
- 3.7.8 Children Key Stage 1 and 2 also assess their own progress /view of their strengths and weaknesses and might record this within or at the end of a learning session using smiley faces as an indicator.

3.8 Recording

- 3.8.1 A long term/overall plan is shared on the class page of the website and is kept both in an individual teacher's learning and teaching folder which is kept in the classroom and on the school's central server.
- 3.8.2 The teacher may make observations which facilitate teacher assessment in a number of ways, e.g. via a notebook/post-its/recording on I-pads. All records form a part of the assessment jigsaw and are a relevant source of pupil progress.
- 3.8.4 Teachers use OTrack to record attainment within the age-related expectations - ARE. These are used to record observations and through marking and help to inform progress and attainment.

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3.9 Evidence

- 3.9.1 Ongoing written work is continually assessed through daily marking and progress recorded on OTrack.
- 3.9.2 Teachers will also keep samples of work that reflect the knowledge the children have acquired from the taught curriculum. Assessments of the work may be written on the child's work if appropriate.
- 3.9.3 Standardisation and moderation of work may use these samples and independently produced work. This is carried out internally during staff meetings and with pyramid schools and other link schools within County - used for comparison.
- 3.9.4 A set of books at the end of the year may also be kept as evidence of the curriculum taught over that year and the standards met.
- 3.9.5 Observations made concerning reading and speaking & listening tasks of a purely practical nature will be recorded on individual reading records, guided reading records and class provision maps. It may also be possible to record progress during short video clips on the school I-pads.
- 3.9.6 These assessments will be reflected in the daily and weekly planning and will be used in conjunction with continuous assessment to enable individual targets to be set.
- 3.9.7 Assessments of each child's progress will be matched against their age related expectations at the end of each school year during 12 weekly pupil progress meetings which are held with the class teacher and Headteacher.
- 3.9.8 Pupil progress discussions ensure that each child is on course to achieve the end of Key Stage targets set for them against their baseline score set in the first Autumn Term in Year 1. If a child appears to be underachieving or achieving at a higher level than originally expected for any reason, the class teacher will discuss a plan of action with the Headteacher/SEND Leader.
- 3.9 Evidence may take the form of recordings, photographs, videos and observation notes.
- 3.10 Thinking Squares will form part of ongoing assessment in foundation subjects, set at the beginning and end of a unit to demonstrate progress and learning.

3.10 Reporting

- 3.10.1 Parents have access to the statutory curriculum on the website; they also have access to each classes curriculum.
- 3.10.2 There are formal parent consultations in the autumn and spring terms, parents are provided with an up to date assessment sheet for all subject areas to inform of current attainment and progress. An informal open evening is available in the summer term when pupils have an opportunity to share their work with their parents.
- 3.10.3 Parents are also invited into school for 'Open Book Night' each term during the half term when there is not a parents' evening. This gives an additional opportunity for children to share their work with their parents and for parents to see their child's progress.
- 3.10.5 Parents are informed of their child's progress each term, either during an open evening or formal parents' consultation. Any parent may request to see the class teacher or the Headteacher at any mutually convenient time if they have any concerns about their

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child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

3.10.6 Written reports are distributed to parents each year. Parents are given the opportunity to discuss the contents of the report. The teacher identifies areas of desired progress and all concerned parties agree to pursue these targets.

3.10.7 Year 6 parents are informed of their child's standardised tests and formal teacher assessment in the summer term.

Year 1 parents are informed of their child's Phonic Screening Check outcome within the written report and Year 4 parents are informed of their child's Multiplication Times Table Check outcome at this time too.

3.10.8 Governors are informed of the standards achieved in the end of Foundation Stage profiling and the end of Key Stage tests and teacher Assessments and the progress for each cohort of children. The Governors are able to compare the school's progress with other schools nationally using the Data Dashboards provided by the LA as well as interpreting charts from ASP (Analyse School Performance) information.

3.11 Monitoring and Moderation

3.11.1 Assessment is monitored by the senior leadership team. Whole school data is monitored by the Headteacher on a half-termly basis and governors are updated at least each term. An annual data review takes place in the autumn term.

3.11.2 Pupils' assessed written work is moderated in staff meetings by the whole staff. These meetings are led by the subject leaders who keep a school portfolio of standardised and annotated work to facilitate this. Teachers take school moderated work to local moderating meetings to ensure levels are consistently within the locality.

3.11.3 Following end of year assessments, targets are set for every child each year in reading, writing, maths and science. These are supported by curriculum targets that the children work towards.

3.11.4 The school is chosen to take part in LA moderation and to audit KS2 Writing on a three-five year rolling programme.

3.12 Responsibilities

3.12.1 The Headteacher is responsible for ensuring that the relevant children are tested at the end of the Key Stage and that the appropriate teacher makes their own assessments in the core subjects in accordance to set deadlines and before the end of the summer term.

3.12.2 The Headteacher must also ensure that Governors are informed of the results of the SATs and that the results are in line with national results. The school's performance in Maths and English is fed back to the parents and is available on the school website.

3.12.3 The LA will be informed of Key Stage 1 and 2 results and Year 1 phonics electronically via the school MIS system - Ed:Gen or via the Primary Assessment Gateway, whichever is requested.

3.12.4 Class teachers should collate data from end of year tests and analyse the results. The class teacher will meet with the Headteacher/Assessment Leader before the end of

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the summer term to report on trends / difficulties /issues arising from end of year/Key Stage SATS tests.

- 3.12.5 Core subject leaders should analyse end of term assessments and identify individual year group/pupil trends and difficulties to enable them to offer support, set actions for the year; identify CPD requirements and tailor learning programmes to address issues.

3.13 Additional Needs

- 3.13.1 Children with Additional Educational Needs & Disabilities should be identified through assessment, all personnel responsible for that child will ensure that the child receives his/her entitlement under SEND. Gifted, talented and able children will have their strengths challenged.
- 3.13.2 Children with an EHC Plan may be exempt from the end of Key Stage assessments and tests, as may those with emotional circumstances, at the discretion of the Headteacher. The Headteacher will seek advice from outside agencies prior to making this decision.

3.14 Equal Opportunities

- 3.14.1 All pupils should have equal access to assessment opportunities in line with the school's overarching Equality Policy

4 Monitor and Review

All staff are expected to be familiar with this policy and apply it consistently. The Assessment Policy will be monitored and evaluated in light of LA/DfE circulars pointing out the appropriate procedures to be followed for that particular year. Governors will work alongside the Headteacher/Assessment Leader to ensure the policy is being followed to successfully deliver the planned outcomes. This policy will be reviewed every two years.

5 Linked Policies

Other relevant Policies that cross reference with this one are:
Marking; Literacy; Numeracy; Science (all subject policies) Equality; Inclusion and Special Educational Needs.

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Blakedown CE Primary School Assessment Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Data collected using preschool setting's profiles. Pupil observations On entry assessment and Reception Baseline.	Pupil observations Update EYFSP Update OTrack Parents' Consultation Evening	Pupil observation Update EYFSP Update OTrack Open Book Evening	Pupil observations Update EYFSP Update OTrack Parents' Consultation Evening	Pupil observation Update EYFSP Update OTrack Open Book Evening	Finalise EYFSP Setting preliminary targets for end of Yr.1 & KS 1 Update OTrack Written Report. Meet the Teacher.
Year 1	FS/Yr1 teachers have professional dialogue on setting baseline data for setting end of KS targets. FS/Yr1 teachers agree end of Yr1 targets. Update OTrack Provision map in place.	Continuous assessment. Update OTrack Pupil progress meeting to track against expected progress. Parents' Consultation Evening Intervention identified. Provision maps put in place.	Continuous assessment. Update OTrack Open Book Evening Intervention identified. Provision maps put in place.	Continuous assessment. Update OTrack Pupil progress meeting to enter onto tracker. Parents' Consultation Evening Intervention identified. Provision maps put in place.	Continuous assessment. Update OTrack Pupil progress meeting to enter onto tracker. Open Book Evening Year 1 Phonics Test Intervention identified. Provision maps put in place.	Continuous assessment. Update OTrack Pupil progress meeting - did children achieve end of Yr1 targets? Are they on track to meet end of KS1 targets? Written Reports Meet the Teacher Provision map for Year 2 in place.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Review of end of year targets.</p> <p>Update OTrack</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Teacher assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting-did children achieve end of Yr2 targets? Analysis of test/tasks for trends by groups of children.</p> <p>Written Reports</p> <p>Meet the Teacher</p> <p>Provision map for Year 3 in place.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Review of end of year targets.</p> <p>Update OTrack</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting-did children achieve end of Yr3 targets? Analysis of test/tasks for trends by groups of children.</p> <p>Written Reports</p> <p>Meet the Teacher</p> <p>Provision map for Year 4 in place.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Review of end of year targets.</p> <p>Update OTrack</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Multiplication Times Tables Check</p> <p>Update OTrack</p> <p>Pupil progress meeting-did children achieve end of Yr4 targets? Analysis of test/tasks for trends by groups of children.</p> <p>Written Reports</p> <p>Meet the Teacher</p> <p>Provision map for Year 5 in place.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Review of end of year targets.</p> <p>Update OTrack</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Parents' Consultation Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting to track against expected progress.</p> <p>Open Book Evening</p> <p>Intervention identified. Provision maps put in place.</p>	<p>Continuous assessment.</p> <p>Update OTrack</p> <p>Pupil progress meeting-did children achieve end of Yr5 targets? Analysis of test/tasks for trends by groups of children.</p> <p>Written Reports</p> <p>Meet the Teacher</p> <p>Provision map for Year 6 in place.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Review of end of year targets. Update OTrack	Continuous assessment Update OTrack Pupil progress meeting to track against expected progress. Parents' Consultation Evening	Continuous assessment. Update OTrack Open Book Evening	Continuous assessment. Update OTrack Pupil progress meeting to track against expected progress. Parents' Consultation Evening	Continuous assessment. Update OTrack Pupil progress meeting to track against expected progress. Open Book Evening Intervention identified. Provision maps put in place.	Teacher assessment and KS2 SATs Tests. Update OTrack Pupil progress meeting-did children achieve end of KS2 targets? Analysis of test/tasks for trends by groups of children. Written Reports Meet the Teacher

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Work Moderation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leadership & Governor Monitoring	Data analysis - looking for trends. Whole school focus agreed. Whole school targets agreed. Monitoring timetable in place	Internal monitoring actioned. Governor visits. End of year group data analysed.	Internal monitoring actioned. Internal moderation	Internal monitoring actioned. External moderation End of year group data analysed.	Internal monitoring actioned. External moderation Governor visits.	Internal monitoring actioned. End of year data analysed.