



# Abberley Parochial V.C. Primary School

## *Inspiring Hearts & Minds*

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### Assessment Policy November 2015

#### ***Rationale***

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

#### ***Principles***

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

- Monitor progress and support learning;
- Recognise the achievements of pupils and identify any areas of development;
- Inform pupils of their progress and next steps;
- Guide planning, teaching, additional support, curriculum development and resources;
- Inform parents and the wider community of pupil achievement;
- Provide information to ensure continuity when the pupil changes school or year group;
- Comply with statutory requirements.

#### ***Types of Assessment***

##### **1. *Assessment for learning (AFL)***

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets and teacher's planning.

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by taking pupils to the 'edges of their capability'

### ***Teacher assessment evidence in support of AfL***

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.

### **2. *Assessment of learning***

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning. At Abberley Parochial V. C. Primary School we use some tests and external assessments (for example SATs papers, Early Years Foundation Stage Profile, SEN reports) as well as teacher assessment. These assessments give a snapshot of a child's attainment on a particular day, and are useful for benchmarking and comparative purposes.

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

Both AfL and AoL are essential in raising standards and should be used in all classes within our school therefore assessment for learning and assessment of learning are both embedded throughout the school. These 2 assessment types are complementary in many senses, and have an equally significant role to play when making teacher assessment judgements.

### ***Pupil Progress Meetings***

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason the class teacher meets with the headteacher once a term.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and action plans formulated as necessary.

### ***Attainment and progress expectations for Year 2 and Year 6 2015-2016***

From May 2016 new style National Curriculum tests will be implemented. Children will no longer receive a level, but will achieve a numerical score whereby 100 is deemed to be average. As of November 2015, the government has produced an interim framework for teacher assessment. This policy will be updated as the government produces more information.

### ***Assessment in the Early Years Foundation Stage***

On entry to school the children will be assessed within six weeks, following government guidelines. The school's baseline scores can then be analysed and reported providing a picture of the cohort as a whole, different groups of children as well as individual children. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Early Years Foundation Stage Profile (E.Y.F.S.P.) is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 E.L.G.s (Early Learning Goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each E.L.G., practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

### ***Attainment and progress expectations for Years 1 - 6***

These year groups are following the new National Curriculum. It is important to appreciate that this is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at Age Related Expectations (A.R.E.). Transferring from the old curriculum to the new may give the impression that pupils have not made expected progress.

Along with the principles of the new curriculum, it is our aim that every child will reach A.R.E. by the end of each academic year, with many children having the time and opportunity to work in greater depth and breadth. For those children who have exceeded these A.R.E., additional challenge and support will be provided to enhance and deepen their learning.

### ***Records and Record Keeping***

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways:

- Teacher's plans
- Children's work/books
- Teacher's notes
- Termly trackers sheets for reading, writing, maths and science SC1
- Pupil progress meeting records

Marking should follow the school's marking policy. Marking is instruments in ensuring that a personalised learning journey for all children is realised. See the school Marking Policy for more detailed information.

### ***Standardisation/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 in the cluster
- By attending L.A. sessions to ensure our judgements are in line with other schools

### ***Reporting***

Reports are sent to parents each year in July. These reports inform parents of their children's achievements and progress. They also give suggestions for the next steps in each child's learning.

For children at the end of Key Stages 1 & 2, additional information including details of the S.A.T.s testing will also be provided.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term
- Spring Term

Also, there is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's Support Plan. The Support Plans are updated at these meetings, and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers **at any time**, should they have any concerns.

### ***Monitoring and Evaluation of this policy***

The Curriculum Committee will, in consultation with the Headteacher/Deputy Headteacher monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Signed: *J. Gregory*

Date: 16/11/15

