

Leamington Community Primary School
'Together we make a Difference'



Assessment Policy

Last reviewed: November 2018
Next Review: November 2019



**Leamington
Values**



Together we make a Difference

1. Mission Statement

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge. Our motto is 'Together we make a Difference' and, through effective assessment, we aim to give every child the skills and attributes to be able local, national and global citizens of the 21st Century.

2. Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any barriers to learning and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. In 2014, the Department for Education released 'Assessment Principles', a document outlining the core values of all effective assessment systems, to implement alongside the new National Curriculum. It is up to school to implement a system that can: *'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'*

3. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the *'Final Report of the Commission on Assessment without Levels'*. It also refers to statutory requirements set out in *'the Education (Pupil Information) (England) Regulations 2005: Schedule 1'*.

4. Principles of Assessment

A. Assessment for learning is part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

B. Assessment for learning focuses on how students learn.

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

C. Assessment for learning is central to classroom practice.

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

D. Assessment for learning is a key professional skill.

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

E. Assessment for learning is sensitive and constructive.

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

F. Assessment fosters motivation.

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure.

Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

G. Assessment for Learning promotes understanding of goals and criteria.

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

H. Learners know how to improve.

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

I. Assessment for learning develops the capacity for self-assessment.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

J. Assessment for learning recognises all educational achievement.

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

5. Assessment Approaches

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

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

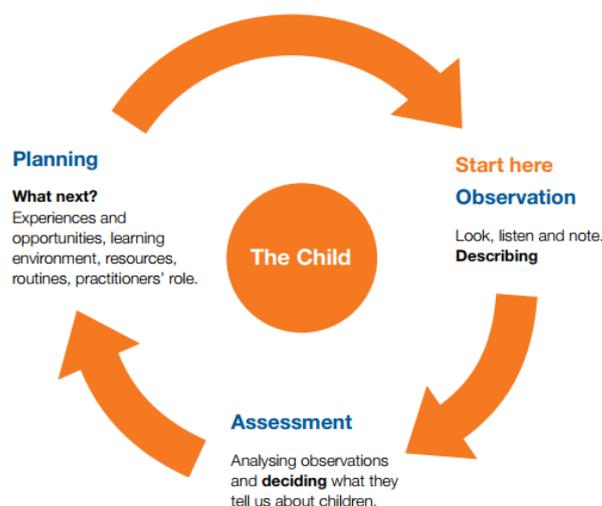
In-school formative assessment:

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, intervention and challenge, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and developments lie, and what they need to do to improve.

At Leamington CP School, our formative assessment includes: verbal feedback and marking of children's work; questioning; guided working groups; self and peer assessment and observations of children. Formative assessment is used by teachers to assess knowledge, skills and understanding, to ensure next steps are identified and interventions planned for if necessary. Children will be included in formative assessment to ensure they are aware of their progress and next steps. (See Marking Policy for further detail).

In EYFS, we observe children daily. From observations, we are able to assess children and plan next steps. At the end of Foundation Stage, staff will complete the EYFS profile for each child. We use the following model taken from *Development Matters in the Early Years Foundation Stage (EYFS)*:



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

At Leamington CP School, we use our formative assessment to help us complete our termly summative assessments. We use an online system called Target Tracker, to collate our assessment data, run reports and analyse findings for every year group. On a termly basis, teachers use Target Tracker's steps system to assess what children will achieve by the end of the academic year. The steps are as follows:

- Working Towards (b+): Children need adult support to achieve the year group expectations and may also be working on objectives from previous year group(s).
- Expected Standard (w+): Children achieve the year group expectations.
- Higher Standard (s+): Children achieve the year group expectations and can apply their knowledge and understanding confidently to a range of contexts.

To ensure our assessment is robust and consistent across the school, we hold termly moderation staff meetings to allow teachers to collaborate and work together to assess children's work. Moderation meetings are also used to identify next steps in planning to ensure progress is made and interventions can be planned and delivered. These moderation meetings, along with: children's work; teacher knowledge and time for teaching partners to assess together, are all used to ensure assessment is accurate and verified. We also carry out moderation within our cluster of local schools and through School Improvement Liverpool. In EYFS, we carry out moderation with local children's centres and other PVI settings.

Once data is collated on Target Tracker, it is analysed by the assessment lead and data is discussed in termly pupil progress meetings. The Headteacher, Deputy Headteacher, Key Phase Leader and class teachers meet to review the data for the year group and to discuss children's attainment and progress individually. At the meetings, pupils at risk of underachievement are identified and we also look at contextual information to gain a greater understanding of every pupil. These discussions are then used to inform future planning and interventions to support children when necessary.

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 and parents** to understand how pupils are performing in comparison to pupils nationally.

At Leamington CP School, the nationally standardised summative assessments we complete include:

- Early Years Foundation Stage (EYFS) profile at the end of reception.
- Phonics screening check in Year 1.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

6. Reporting

At Leamington CP School, assessment information about all the children is treated as confidential and confined to those who are supporting the child.

Parents/carers are kept informed of our assessments. Parents/carers receive a mini-report in November and April to update them on their child's attainment. Parents/carers will then receive a formal full report in July. They are invited to meet their child's teacher three times a year. Discussions not only focus on the child's achievements but also on reasonable expectations of future progress. Parents/carers will also be aware of the child's targets and expected 'steps' and should be seen as active partners in the assessment process by making any comments on their child's progress.

The formal full report in July provides information on:

- Target Tracker steps.
- Comments on achievement across the National Curriculum and targets for a way forward.
- Comments on the child's progress.
- Attendance records and details of unauthorised absences along with punctuality records.
- Comments from the Headteacher/Deputy Headteacher.

Parents will also be invited to attend reviews of children whose learning requires particular attention.

End of Key Stage results and Teacher Assessment will be shared and analysed with the Governors, local network and School Improvement Liverpool.

7. 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 will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account 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 will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For children with Special Educational Needs, we use PIVATs to track progress. Teachers use the assessment system to identify strengths and next steps in learning. Children are then supported by staff to ensure appropriate progress is made or further barriers to learning are addressed and actioned with support from our SENCO.

8. Continuous Professional Development

Training in assessment will ensure teachers are confident and consistent in their approach to assessment. The following CPD opportunities are provided for staff:

- In-school staff meetings on using Target Tracker and the expectations of the school's assessment policy.
- In-school moderation meetings to support staff in their assessment.
- External standardisation meetings with School Improvement Liverpool for Maths and English.
- Year 2 and Year 6 standardisation briefings with School Improvement Liverpool.
- In-school staff meeting and workshops with the Lead Practitioner to design and implement (embedded tasks) assessment rich cross subject opportunities.

9. Roles and responsibilities

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.

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.

Teachers:

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

10. Monitoring

This policy will be reviewed annually by the Assessment Lead and agreed by the Headteacher. At every review, the policy will be shared with the Governors.

All teaching staff are expected to read and follow this policy. Rachel Mellor (Assessment Lead) is responsible for ensuring that the policy is followed.

The Senior Leadership team will monitor the effectiveness of assessment practices across the school, through in-school moderation meetings, pupil progress meetings and the school's evidence gathering process (learning walks, book monitoring and pupil voice).

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage policy