



Princess May
Primary School

Assessment Policy

Assessment Policy

This policy gives guidance to staff on the purpose, types and frequency of assessment at Princess May Primary School. The policy is based on the 2016 *Final report of the Commission on Assessment without levels*.

An agreed assessment system with consistent procedures needs to be followed throughout the school in order to provide clear guidance and messages to pupils, parents, and teachers about individual progress.

Why do we assess learning at Princess May?

At Princess May assessment is an integral part of teaching and learning and a continuous process that lies at the heart of promoting the education of our pupils. It focusses on whether children have mastered key concepts, knowledge or skills before new ones.

The national curriculum provides the starting point for teaching and learning ensuring that it provides pupils with an introduction to the essential knowledge that they need to be educated members of society. At Princess May we aim for children to secure deep learning of the central concepts and ideas in our new curriculum setting high expectations and giving every learner the confidence that they can succeed. With this starting point, our teachers plan and teach engaging and stimulating lessons to develop pupils, knowledge, understanding and skills.

The 2015 report of the Commission on assessment without levels has given us the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in our school. (Tim Oates, Chair of the expert panel for National Curriculum review).

Our aims and objectives

- To use assessment to inform teaching and learning
- To enable all pupils to know their strengths and areas for development
- To ensure that no learner is left behind
- To monitor the school and child's achievements
- To provide information to inform the school's strategic planning
- To meet the legal requirements for record keeping, assessing and reporting

The three aspects of assessment:

1. In-school formative assessment used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis (Assessment for Learning / AFL) to tailor their teaching accordingly.
2. In-school summative assessment used by class teachers to evaluate how much a pupil has learned at the end of a teaching period or unit of study.
3. Nationally standardised summative assessment used by the Government to hold schools to account.

Co-ordination of Assessment

The assessment lead teacher is responsible for:

- Ensuring that progress is being monitored closely throughout the school
- Ensuring that class teachers use pupil tracking to analyse performance of individuals and vulnerable groups, then to set individual pupil progress targets
- Holding teachers to account for the progress individual pupils make towards their end-of-year targets at mid-year and end-of-year pupil progress meetings
- That data collected from summative assessment tasks is collated centrally
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment

- Prioritising key actions to address underachievement of individuals and groups
- Reporting to the Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Assessment Timescale:

When	What	Reported to
<i>Autumn Term</i>	Baseline Assessment carried out in the first 3 weeks of the Autumn term Teachers begin the Foundation Stage Profile End of Autumn Check point: Y1-6 progress made in reading, writing and maths from Summer term to end of Autumn term progress towards end of year fundamentals Reception baseline assessment: 'Early Excellence' Evidence used for internal moderation	Reported to EYFS Lead teacher and Assessment Lead Shared at Pupil Progress Meetings
<i>Spring Term</i>	January check point: Y1-6 meeting 60% of the end of year fundamentals in reading, writing and maths Benchmarking Y2 & 6 sample end of key stage reading & maths tests Y3, 4 & 5 NFER reading & maths tests, Literacy & Language grammar & punctuation tests Evidence used for internal moderation	Reported to EYFS Lead teacher and Assessment Lead Reported to the Learning Trust Shared at Pupil Progress Meetings
<i>Summer Term</i>	End of KS1 and KS2 National Curriculum tests: reading, writing, maths, SPAG Phonics Screening Summer check point: Y1-6 meeting 100% of the end of year fundamentals in reading, writing and maths Evidence used for internal moderation Phonic re-takes	Reported to EYFS Lead teacher and Assessment Lead Reported to Learning Trust Shared at Pupil Progress Meetings with next teacher End of year reports to parents

How assessment outcomes collected will be used:

All data collected formatively will be apparent in pupils learning and teachers planning. This is used by teachers to evaluate pupils' knowledge, understanding and misconceptions on a day-to-day basis. Learning outcomes and success criteria are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. Class teachers monitor and evaluate children's progress through questions and answers during lessons, mini plenaries, marking of pupil's work, teacher assistant feedback, pupil self-assessment, achievement of the fundamentals for reading, writing and maths all which inform teachers' planning.

Data we collect (summative assessment):

- Raw scores from in-school summative assessments used for gap analyses
- % of Reading, Writing and Maths fundamentals achieved tracking children progressing towards end of year objectives/standards
- Baseline assessment - Reception
- Year 1 Phonics check
- Nationally standardised tests at the end of KS1 and KS2

Data collected is used by class teachers to evaluate how much a pupil has learned at the end of a teaching period, unit of study, and end of term/year tests. To gather information about the performance of individual children, groups and cohorts in order to inform target setting, to monitor progress and ensure that no learner is left behind.

Teachers are required to evidence and record National Curriculum objectives achieved by each pupil in their class using the Hackney Assessment Tool (HAT) and the interim TA (teacher assessment) frameworks and exemplification materials at the end of KS1 and KS2 to ensure that their TA judgements are accurate, use the exemplification materials to ensure a secure understanding of national standards, as a point of reference when making TA judgements and to validate judgements across our school.

This evidence of children meeting their end of year and Key Stage Standards will be monitored by the Mathematics and Literacy coordinator and will follow the children through the school so that both short term and long term progress is evidenced and tracked.

Nationally standardised summative assessment

This is used by the Government to hold schools to account, Baseline assessment for Reception, Year 1 (and 2) Phonics Check, and Year 2 and 6 end of Key stage National Curriculum tests. At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard: Working at, Working towards, Working at a greater depth. To inform the Governing Body of the school's standards and achievement.

Sharing Assessment Data

Professionals:

The school's Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the Senior Leadership Team and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of Terms 1, 2 and 3.

Parents:

During our Autumn, Spring and Summer parent consultation meetings class teachers are able to discuss pupil progress and agreed targets or areas for development. A full report for each pupil is given to parents at the end of the academic year. The report gives details of work covered, achievements, annual progress test and statutory assessment outcomes: end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement and continued progress.

Children:

The majority of information will be shared with pupils to aid their understanding of what they need to do to progress.

Foundation Subjects

Assessment of the Foundation subjects: IT, Science and Spanish (MFL); class teachers monitor and evaluate children's progress during lessons, mini plenaries, marking of pupil's work, teacher assistant feedback and pupil self-assessment. All data collected formatively is used by teachers to evaluate pupils' knowledge, understanding and misconceptions and informs planning.

Professional Development:

Princess May is committed to staff development and training. It is important to be up to date with new knowledge and practice. In order for the Assessment policy to be kept alive, a cycle of review and continuous training will be provided annually.

Induction for New Staff:

The Assessment policy will be introduced to all new staff. For supply teachers, a copy of the school policy will be provided along with the school's marking policy. NQTs will receive extra training as part of the Princess May NQT Autumn, Spring and Summer in-house training programme.

This policy was ratified on: April 2016

Review date: April 2017

Signed by Headteacher:



K. M. Ghee

Signed by Chair of Governor's: