

St Mary's C.E.(A) Primary School **Mucklestone**

Assessment Policy - draft



This is a working document as legislation is changing termly with regard to assessment. The school will respond to new directives from the DFE as they appear.

Date Approved: Autumn 2015 Date of review – Autumn 2016

Introduction

The purpose of this policy is to develop robust assessment procedures and practices linked with the expectations of the new National Curriculum 2014.

This policy intends to

Make clear our vision of the role of assessment as part of teaching and learning at St Mary's Primary School.

Provide clear guidelines for the implementation of the policy

Make transparent the procedures in place for monitoring and evaluating assessment practices

Define clear responsibilities in relation to assessment

Provide clear definitions and purposes for different types of assessment

Principles and Aims of Assessment at St Mary's Primary School

All assessment should:

Enable individuals to make progress in their learning

Relate to shared learning outcomes from the new curriculum

Be underpinned in the confidence that every child can make progress

Help all pupils to demonstrate their knowledge, skills and understanding

Include reliable judgements about how learners are performing related to national standards
 Involve both teacher and pupils reviewing and reflecting upon assessment information
 Provide feedback which leads to pupils recognising the next steps in their learning and how to work towards achieving these
 Enable teachers to plan more effectively
 Provide us with information to evaluate our work and set appropriate targets at whole school, class and individual pupil levels
 Enable parents to be involved in their child's progress and support their child in the development of knowledge, skills and understanding
 Assessment is linked with the children's demonstration of mastery of the new curriculum.

The school will carry out three forms of assessment at St Mary's Primary School. These three forms of assessment are:

- In school formative assessment
- In school summative assessment
- Nationally standardised summative assessment – SATs tests

In school formative assessment

In school formative assessment is the day to day, ongoing assessment as part of the repertoire of teaching and learning strategies based on how pupils fulfil learning outcomes. It is about providing clear feedback- evidenced in the marking and feedback policy and involves both pupils and parents in improving their learning.

St Mary's recognises the importance of formative assessment as it ensures effective feedback, active involvement of pupils, adjusts teaching, impacts upon motivation and self esteem of pupils and pupils are able to assess themselves and understand how to improve.

At St Marys Primary School many different strategies of formative assessment are used.

Strategy	Purpose
The teaching and learning cycle of planning, teach, assessment and feedback is embedded.	All parts of the teaching and learning cycle are interlinked which emphasises the importance of each component.
Shared learning outcomes with pupils and clear success criteria	Ensures pupils are focussed on their tasks, aware of what knowledge, skills and understanding are being developed
Pupils self evaluation and peer evaluation	Pupils perspective and awareness of how they have achieved in their development of knowledge, skills and understanding
Feedback	Marking clearly ensures children know and then are able to demonstrate their next steps in knowledge, skills and understanding All staff reflect on groups and individual pupils and so planning is adapted accordingly to what children need in their knowledge, skills and understanding.
Use of rich questions linked to question types	Evaluate pupil's responses and so children's understanding is seen and gaps and misconceptions are identified.

Targets	Formative assessments are linked with the ongoing use of targets- these are shared and worked upon by pupils alongside parents.
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At St Mary's Primary School, formative assessments will be recorded on planning by all staff and placed within the planning folder. The data collected from books and end of unit assessments will be used to complete Assessment grids half termly in maths reading and writing.

In school summative assessment

In school summative assessment is a snap shot testing which establishes what a child can do at a given time.

The key to summative assessment is to ensure that the data collected impacts upon future children's learning, that it is manageable and supports future teaching and learning practices. It is important that summative assessments are not seen as one offs and separate to the future developing of children's knowledge, skills and understanding.

Strategy	Purpose
End of Unit Assessments Assessment materials:- Maths – Kangaroo Maths Rising Stars Twinkle Staffordshire Maths grids. Headstart – end of term tests	At the end of each unit in Numeracy, there is a summative assessment based on the knowledge, skills and understanding so that teachers are able to see whether children's progress has been seen and is also secure. These judgements help to support judgements on assessment grids. The data is recorded on SIMS at the end of the term with a judgement of emerging, developing, secure and more than against end of year expectations. From these assessments staff can set targets and target additional support.
Writing Assessments Assessment materials:- Staffordshire writing grids	At regular intervals, teachers will assess children's writing to ensure that knowledge, skills and understanding is demonstrated and that teacher judgements are monitored. These judgements are used to complete the writing assessment grids. At the end of the term the data is recorded on the SIMS assessment tracking system with a judgement of emerging, developing, secure and more than against end of year expectations. From these assessments staff can set targets and target additional support
Reading Assessments Staffordshire reading grids Guided reading sessions, individual reading and comprehension tests will inform judgements.	Teachers will assess against the reading standards set out in the Staffordshire reading grids to judge the children's knowledge, skills and understanding in reading. These judgements are placed on the SIMS assessment tracking system at the end of each term with a judgement of emerging, developing, secure and more than against end of year expectations. From these

	assessments staff can set targets and target additional support.
Termly Assessments Headstart – end of term assessment	Assessments will occur in all years termly to provide all children with a standardised score out of 100 and a clear understanding of the individual child's gaps, classes gaps and school gaps in their learning. This allows greater analysis of vulnerable groups in the school. The school will use Headstart/ NFER when available(Feb 16) as this links with the school's principles and to the national statutory assessments.
End of Year Assessments	Assessments in June/ July provide all children with the end point of the year. It provides a clear barometer of progress and the knowledge, skills and understanding gaps that need targeting in the following year.
Early Years NFER Baseline	Assessments are made at regular intervals throughout the year, in September, December, April and June where children are assessed against the assessment strands in the guidance material for the Developmental Matters in the Early Years Foundation Stage.

Nationally standardised summative assessment

St Mary's Primary School recognises the importance of nationally standardised summative assessments. This ensures that the school recognises the statutory assessment requirements of our school.

Strategy	Purpose
Early Years baseline assessment	The school undertakes the baseline to ensure that it is aware of all of the starting points for all children. The school uses the NFER which provides a standardised score against 100.
Phonics	In Year 1, the children are assessed in their knowledge of phonics.
End of Key Stage Assessments in Year 2 and Year 6	The school provides both teacher assessment based on the 2016 teacher assessment frameworks at the end of Key Stage 1 and 2 and national assessments which provide information to parents and next phases of education.

Assessment for all

At St Mary's Primary School, there is a belief that assessment should be for all children including those with Special Educational Needs. The key is to ensure that pupils are assessed appropriately and effectively in line with the principles of inclusive assessments. St Mary's has a clear belief that all children can make progress regardless of their starting points through highly effective teaching and assessments.

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for carrying out formative and summative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The summative assessments are reported to the head teacher who is responsible for standards and copies provided to the Subject leader.

The head teacher is responsible for

Monitoring standards in core and foundation subjects

Analysing pupil progress and attainment including 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 Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Holding teachers to account for progress of individual pupils and groups from mid year assessments and end of year assessments

Each class teacher uses pupil tracking (SIMS) to analyse the performance of individual and vulnerable groups, then set pupil progress targets.

Ensuring that all staff are familiar with the assessment policy, practice and guidance for their particular subject

Ensure teacher judgements are moderated through external advisors and alongside local schools.

Ensure data is moderated by the local authority in the Early Years and the school is compliant with statutory assessment procedures and requirements.

Teaching staff responsibilities

To assess pupils regularly, following this assessment policy.

To conduct tests fairly and record outcomes accurately.

To collate pupil data and input onto SIMs.

To identify pupils gaps in learning and address through quality teaching and planned interventions.

To collaborate and support the assessment process through working alongside other staff to moderate judgements.

Sharing Assessment information

Assessment information will be shared with pupils to support their learning. Some of the information will be shared with parents to support their child's learning. Some statutory information will be shared with the Government and some will be used for evaluating teacher and school performance. Evaluating teacher performance and the assessment information used is within the school's appraisal policy.

St Mary's Primary School's assessment policy is a live document. The success of the policy and procedures will be determined during the assessments in 2015-2016 with the new statutory assessments. Continuous improvement and flexibility to amend assessment practice is crucial ensure the school promotes and supports the learning and teaching.

Review: Autumn 2016