



Assessment Policy

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **November 2016**

A handwritten signature in black ink, appearing to be 'M. Read', written in a cursive style.

Chair of Governors:

Dr Matthew Read

Date for review: **November 2018**

Assessment Policy

2016-17

This policy is intended to:

- Set out the principles upon which our assessment policy is based
- Make clear the role of assessment as part of teaching, learning and reporting at Preston Primary School and outline current practices of assessment
- Define responsibilities in relation to assessment
- Set out the specific procedures for assessment in place for 2016-17

Fundamental Principles of Assessment

- Assessment enables individual children to make progress with their learning.
- Assessment is integral to teaching and learning, informing high quality planning and provision.
- Assessment is fit for purpose and has different forms; it is both formative and summative, enabling timely guidance, support and challenge at the point of learning and providing a snapshot of accumulated knowledge and skills at defined points during the academic year.
- Assessment is designed to show breadth and depth of learning.
- Assessment is fair and inclusive, enabling every learner to show what they have achieved and how well they are progressing towards ambitious but achievable targets
- Assessment involves children in their own target-setting and evaluation in ways appropriate to their age.
- Assessment provides information about attainment and progress for report to parents.
- Assessment provides information that supports the school in comparing performance against national data and in planning and allocating resources.

Role of Assessment

Formative assessment is an ongoing process carried out by teachers on a day to day basis; it directly informs the planning of learning opportunities for classes, groups and individuals.

Such assessment is supported by the provision of explicit objectives and success criteria in the classroom and by high quality feedback.

Teachers keep informal records of this assessment for their own purposes.

At specified times during the year, summative assessments are made in core subjects. Results are submitted to the headteacher/ assessment coordinator and recorded on the school tracking system in order that progress and attainment of all pupils is available for scrutiny and analysis. ***The details of this are described within the Procedures for 2015-16 below.***

Progress Meetings are convened at the end of each term during which the progress of individuals, groups and classes is discussed between the class teacher accountable for the data and the headteacher/ assessment coordinator/senior management team. Based on this discussion of assessment data, class teachers are responsible for putting action plans into place to meet identified needs.

Summative assessments of non-core subjects are made at the end of units of work. Results are entered on 'Curriculum Coverage Sheets'; mapped against the objectives of the National Curriculum. These sheets are submitted to the curriculum coordinator and saved electronically for the attention of the headteacher/ assessment coordinator

Summative assessments are shared with children in ways appropriate to their age and maturity and in a manner that promotes positive self-evaluation, aspiration and target-setting. Emphasis is always on progress rather than attainment and children are encouraged to see learning as a continuum where improvement is always possible for all.

At **EYFS**, there is ongoing observation and evidence-seeking of development towards the early learning goals. No summative assessment is required until the end of this key stage, however the class teacher will share with the headteacher information about areas of strength and weakness in development of the whole group and any issues of concern.

Statutory Assessment is carried out in accordance with the current directives, results are submitted within the defined timescales and reports are made to parents accordingly. Whole school data is published on the school website. Statutory assessments are subject to Local Authority moderation on a cyclical basis. The school initiates, or participates in, cluster and other local moderation activities to ensure robustness of judgment.

Non pupil-specific statutory data is made available to the governing body via the DfE/ Ofsted online tool, RAISEonline. A decision to purchase an alternative analysis, via FFT Aspire, is made annually. Local authority information and risk assessment (Flying Start 2014; 2015; 2016) is also accessible to governors.

Roles and Responsibilities

Teachers are responsible for:

- Carrying out formative and summative assessments with individuals, groups and classes. **Teaching Assistants** may support this process.
- Carrying out appropriate analysis of summative assessments in order to identify issues of pupil progress and curriculum shortfall, and for planning that takes account of these factors.
- Reporting on the above to the headteacher and/or other members of the leadership team
- Reporting overall progress and attainment to parents/carers

The **Assessment Coordinator** is responsible for ensuring that:

- Summative assessments are carried out at the defined times and the resulting data is collated centrally
- Class teachers use data tracking information to inform expectations and to judge pupil progress
- All staff are informed about the current Assessment Policy and practice:

The **Headteacher** is responsible for:

- Monitoring standards in core and non-core subjects
- Analysing the progress and attainments of individuals and groups
- Identifying individuals and groups who are vulnerable to underachievement
- Prioritising key actions to address underachievement
- Reporting to governors on all aspects of progress and attainment, including current standards, trends over previous years and comparison with National data
- Holding teachers to account for individual pupil progress

Subject Leaders are responsible for:

- Ensuring the descriptors on the curriculum coverage sheets and assessment tracking sheets match the current requirements of their subjects
- Monitoring the standards in their subjects as set out in the National Curriculum
- Reporting on the standards in their subjects to the headteacher and to the governing body, if required to do so.

The **Governing Body** is responsible for:

- Seeking evidence of statutory compliance
- Informing itself about school standards through use of the external tools and information provided and through questioning of the headteacher
- Holding the headteacher to account for the progress and attainment data of the school

Procedures for 2015-16

Following much discussion and trialling, a tracking system for core subjects has been designed that matches our assessment principles as stated above.

Details of this tracking system form Appendix 1.

Teachers are able to map children against the objectives of the core subjects periodically throughout the year in a way that matches their delivery of the curriculum and responds to evidence provided by children's work ongoing in the classroom.

Tracking will also be updated by all teachers at set points, based on summative tests at the end of a term or half term.

Tests that will be used this year are as follows:

New NFER papers for Reading and Maths have been purchased for use at the end of each term for Years 3, 4 and 5. These will provide us with a standardised score for pupils in these subjects. This score will be used in addition to the tracking system above. NFER tests are seen as a checking mechanism that our teacher assessments are robust. They also inform our target-setting, particularly that for end of Key Stage 2 SATs.

Reading: In addition to the NFER materials noted above, we will continue to use past SAT papers, past QCA papers and existing NFER test materials to inform our assessment. Rather than recording an overall grade for these papers, we will look at the Assessment Focus of each question and match these to our tracking.

For example, if a child is able to correctly answer questions on the age-appropriate test paper requiring information retrieval, then the teacher might consider this as evidence towards this objective on the tracking sheet at point 4 (Independent)

The overall score/level produced by these tests is not relevant to our tracking.

SPaG: We will use the sample tests provided for Year 2 /KS1 and past papers for Year 6/KS2. We will seek additional materials.

Maths: In addition to the NFER materials noted above, we will make use of materials in our Abacus Online maths facility to inform ongoing assessments. Ex-SAT papers, past QCA papers and existing NFER materials may also be used to provide a rounded judgment about children's ability to apply skills in context.

The overall score/level produced by these tests is not relevant to our tracking.

The demands of the new interim arrangements by STA (2015-16) and the necessity to build on knowledge year by year, make it important for teachers to keep robust records about the level of number knowledge held by children in terms of number bonds, times tables etc. During 2016-17, involving children in their own tracking of progress in these areas is a key action in our maths development plan.

Writing: There are no set materials for testing performance in writing. Assessment in each year group and at the end of each key stage is based on teachers' mapping of children's work outcomes against the criteria in the National Curriculum – or the interim frameworks for Years 2 and 6. Teachers should be able to evidence their judgments using examples of children's work. During 2016-17, involving Key Stage 2 children in their own tracking of progress in writing is a key action in our English/ Literacy development plan.

Grammar, Punctuation and Spelling: These elements are all included in our school tracking of writing and no specific tests are yet in place for each year group. Current understanding is that testing of these elements at Key Stage 1 will remain non-statutory for this year.

SAT tests: At Year 2 and Year 6 the sample tests provided by the DfE will be used to familiarise children with the test format.

End of Key Stage Assessments

It is understood that interim arrangements made by the STA for teacher assessments in 2015-16 will remain in place for this year and that the KS1 Grammar, Punctuation and Spelling test will be non-statutory.

Details of these form Appendix 2.

These arrangements require teachers to ensure a child meets all specified descriptors for Reading, Writing, Maths and Science in order to have met age related expectations for those subjects. If not all boxes can be ticked, a child is deemed not to have met expectations. It is a secure fit model rather than a best fit model; it is not possible to replicate this model in other year groups as no official checklist exist other than for Years 2 and 6. School tracking shows each child's profile of strengths and areas for development in each core subject and this is a good indicator of areas that will either be a barrier to a child meeting expected standard or prevent a child achieving greater depth standard.

We recognise use of these arrangements as a statutory obligation but do not feel this practice matches our agreed principle for assessment; particularly that it should be fair and inclusive. We do not feel that the present system properly rewards effort and progress.

Assessment Arrangements

We strive to ensure that assessments and tests are an accurate reflection of a child's attainment at any given point; we aim to administer tests in a way that is non-threatening

and without causing stress to those involved; we provide appropriate support in order that children can access tests on an equitable basis.

We keep in mind that the analysis of test data is essential in order to learn about the approach and ability of individual children in specific strands of a subject and in order to effectively evaluate the impact of our provision for this subject.

School Performance

RAISEonline and FFT reports provide key information about school performance based on statutory national testing and assessment. Our aim is that in-school assessment procedures provide robust information about the performance of children working within Key Stage 1 and Key Stage 2 to give a full and rounded picture of whole school performance.