



Assessment Policy 2018

(Created: March 2016. Amended: October 2018. Review due: October 2020)

Introduction

At Glemsford Primary Academy we endeavour to support children to achieve the best of their abilities and reach their full potential. ***We believe that continuous assessment is fundamental to being able to extend and challenge thinking and learning.***

Aims and objectives

- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in thinking and learning at different levels.
- To provide parents of their children's progress at parent meetings in the Autumn and Spring terms and the end of year report in July.
- To provide information for planning, teaching, whole school development as well as monitoring for SEND and interventions.
- To ensure ALL children progress in lessons, with clear understanding of what they have done well at, where they could improve and how to improve further.
- To internally track the progress and attainment of pupils, year on year.
- To ensure planning is amended in order that teaching and learning meets the needs of all children. A range of AfL techniques can be employed to achieve this.

Principles

Assessment should be incorporated systematically into teaching strategies in order to assess progress, understanding and diagnose areas for development, whether as an individual, class, group or whole school.

Assessment is only effective if there is regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Assessment is at the heart of teaching and learning. It provides evidence to guide teaching and learning and provides the opportunity for children to demonstrate and review their progress.

Assessment of children can take a variety of forms and be both formal and informal

Methods of assessment

Assessment serves many purposes, but the main purpose is to help teachers, pupils and parents plan their next steps in learning. Continuous teacher assessment is crucial to pupils ongoing learning and development.

- We use outcomes of assessment to check and support our teaching standards and help us improve.
- Through co-ordination and collaboration with other academy primaries we will compare our performance using external tests and assessments.
- Through the feedback for learning we assess pupils against learning objectives and success criteria.
- All objectives are from the National Curriculum 2014 are disseminated through 'Steps' from Target Tracker.
- Children in years 1-6 are recorded beginning, working within or secure in each year group. This is continually updated using Target Tracker.
- Assessment judgements are recorded and backed by evidence from observations, work in books and summative tests.
- Assessment judgements are moderated termly by subject leaders and SLT.
- Assessment for learning is used on a daily basis, along with observation, questioning and reflection time to make continuous adjustments to meet the needs of children.
- Summative assessments and combined with formative judgements to produce a beginning, working within and secure judgement.

Formal and Statutory testing

- EYFS end of year assessment is currently in place which indicates whether pupils have achieved a 'good level of development'.
- Pupils in year 1 are assessed at the end of the year in phonics.
- Pupils in year 2 and 6 undergo statutory end of year assessments in reading, SPAG, maths and teacher assessments in writing.
- Results of statutory tests and teacher assessments are reported to parents, the SWMAT, LA and the DfE where required.
- Pupils in years 1-6 sit Pira and Puma tests in November, March and June. These provide additional data for discussion at pupil progress meetings.

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to identify strengths and developments and plan the learning on a daily basis.
- Half termly pupil progress meetings are held between teachers and SLT who have analysed class specific and school specific data to ensure that identified vulnerable pupils that are at risk of not progressing at the same rate as cohort are picked up by appropriate intervention.
- Records of interventions are made in books so impact is quickly identified.

- Whole school moderation and standardisation is undertaken termly for maths and writing. This is led by subject leaders alongside the assessment lead. Where possible, joint moderations with other trust schools will take place to further strengthen teacher judgments.

Assessment for learning

- Assessment for learning is pivotal and underpins Glemsford’s approach to teaching and learning. Staff use learning objectives, success criteria, effective feedback, peer and self-assessments and a range of other strategies to enthuse learners and strengthen good practice across the school.
- Assessment opportunities are identified on our planning pro-formas. All marking is in line with school policy. Response and review times are integral in developing a ‘learning dialogue’ with children to extend, reflect and challenge their thinking and learning.
- Teachers use a wide range of questions and thinking stimuli to promote and develop critical thinking and reflective, motivated learners.
- Target Tracker should be updated frequently to give a developing picture of class and child progress. This will then aid the ‘gap analysis’ tool on Target Tracker to focus interventions and further class teaching.

EYFS

- Evidence is collected through observations and discussions and these are recorded on ‘Tapestry’ and individual pupil learning journeys. Photographic and quotations are also gathered. Along with written work, these form the basis of the on-going teacher assessments in line with national expectations.

Pupil Progress meetings

Each half term, each teacher will complete a Pupil Progress Meeting Pro-Forma. This will inform the discussion between the class teacher and member(s) of SLT. Progress and attainment of the class as a whole and vulnerable group are discussed. Target children are identified, strategies for intervention suggested and recorded by SLT. These are reviewed in the following Pupil Progress Meeting.

January 2016 (Amended October 2018) review date October 2020

Staff signed.....