



# Assessment Policy

**Courtney Primary School**

Written by: Deborah Wood	Date: March 2018
Ratified by: Full Governing Body	Date:
Signed by:	
<b>Next Review Date          March 2021</b>	

## A. Aims

The aim of the policy is to give a clear outline of all assessment techniques at Courtney Primary School, to ensure that practices are consistent and can be understood by all stakeholders. It will support school improvement and the raising of standards of achievement and attainment for all our pupils.

## B. Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher who is the Assessment Lead. Class teachers are responsible for assessment of the children in their care. The Pupil Premium and SEND Lead, and the Curriculum Subject Leaders, are responsible for the collecting and monitoring of assessment within their subject area.

The Headteacher will report termly to the Governing Body on progress made in each year group and for each identifiable group of children. She will provide thorough and accurate reports and analysis on the performance of children against national expectations.

The Governing Body and the School Improvement Advisor will provide support and challenge and hold the Headteacher to account. Governors will be aware of how groups of children are performing and the progress they are making. Link Governors will meet regularly with subject leads to review progress.

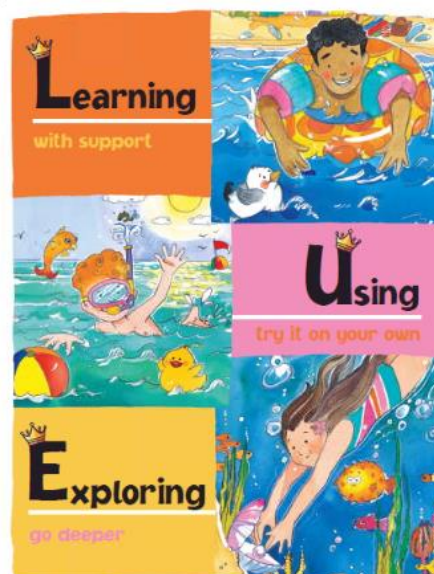
## C. Forms of Assessment

### I. Formative Assessment

Formative assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to plan future lessons which best match each learner's starting point.

Formative assessment is carried out by teachers every day in every lesson collected using a range of 'Assessment for Learning' methods including questioning, pupils' responses including in their work and observational assessment.

It provides teachers with information so that they can identify when pupils need direct teaching (Learning), when they need are ready to apply and consolidate their learning (Using), when they are ready to deepen their understanding by applying their learning in a range of situations (Exploring).



At Courtney, we use the analogy of swimming to represent the Learning, Using and Exploring. See diagram.

We continually encourage the children to take responsibility for their own learning and to play a part in evaluating their work against the learning objectives. Again, a range of techniques are used. e.g. marking stations in Mathematics, using a mixture of given and their own Success Criteria in Writing.

We have organised our Teaching Assistant support so that there is opportunity in the afternoons for timely interventions which support children to achieve age-expected standards. This may take the form of pre-teaching, post-teaching or one-to-one feedback.

## **II. In-School Summative Assessment**

In-school summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum.

### **Years 1-6**

At Courtney, the curriculum in the core areas in Years 1-6 is divided into individual statements called Age-Related Expectations (AREs). At the end of each term, the class teacher will make a judgement about which statements each child has achieved. This is reported as a combination of the year group and the percentage of statements that child has reliably met. So, for example, a child in Year 4 who has grasped 67% of the Age-Related Expectations will be recorded as 4.67. We use this information to judge both achievement and progress within and across years.

As we need to make judgements about each child's attainment against the Government's Interim Frameworks (IFs) in Year 2 and Year 6, we also use these to measure attainment and progress. (See Section D below.)

Currently, we only use Year 6 ARE statements in Mathematics; we only use the Interim Framework statements in Year 6 to assess in Reading, Writing and in Grammar, Punctuation and Spelling.

### **Reception Class (EYFS)**

Our youngest children have their own curriculum. On entry, we collect evidence to establish each child's 'baseline' within the 17 areas of learning based on beginning, expected or consolidating milestones according to age. So, for example, a child may be given the judgement B40-60 which would indicate working within the Beginning bracket for children who are aged 40-60 months old. We then use a software package called 2Simple to collect evidence and, at the end of each term, summarise each child's progress within each area.

### **Moderation**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify judgements or for statutory teacher assessments. We provide opportunities to moderate in-house, with our RISE Alliance schools and with external opportunities from South Gloucestershire's Integra.

We send staff to assessment updates when necessary and take advantage of moderation surgeries organised through Integra. Each of the English, Mathematics, Assessment, SEND and Pupil Premium Leaders attend Best Practice Forums three times a year at which current guidance is shared.

Each year, the Local Authority will monitor a proportion of schools to make sure judgements are accurate at the end of EYFS, Y2 and Y6.

### **How we use the Summative Assessment**

We use the summative assessment to identify whole-school patterns of achievement and progress. This then informs our Continuing Professional Development programme, our termly Raising Attainment Plan (RAP) and our annual School Development Plan (SDP).

At Parents'/Carers' Evening in the Autumn and Spring terms, children will have individual targets set in Reading, Writing and Mathematics based on the summative assessment.

Families of children in EYFS will receive a PDF 2Simple summative report at the end of Terms 2, 4 and 6.

ARE summative assessment for Years 1-6 is shared with parents at Spring Parents'/Carers' Evening and in each child's end of year Individual Reports.

## D. Nationally Standardised Summative Assessment

### Early Years Foundation Stage

In June, the school decides whether each child has achieved a 'Good Level of Development (GLD)' based on the standards outlined in the EYFS Profile.

Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning - personal, social and emotional development; physical development; and communication and language;
- and the specific areas of mathematics and literacy.

For the higher able children, an 'exceeding' judgement may also be made.

The outcome against GLD is reported to parents/carers within the end of year Individual Report.

### Phonics Screening

In June, every child in Year 1 has their phonic reading knowledge screened using the National Phonics Screener. The outcome of this is reported to parents/carers within the end of year Individual Report. Any child who does not meet the standard is re-screened at the end of Year 2.

### Key Stage One National Assessments

#### I. Teacher Assessments based on Interim Frameworks

At the end of year 2, pupils will be given Teacher Assessment judgements in Reading, Writing, Mathematics and Science using criteria set out in the Government's Interim Framework. These will be based primarily on each child's work in class but may also be informed by their performance in the statutory tests.

The following TA judgements will be reported:

##### **Reading, Writing and Mathematics:**

- **Working below** the expected standard
- **Working at** the expected standard
- **Working at greater depth** within the expected level

##### **Science :**

- **Working at** the expected standard

The end of KS1 outcomes are submitted to the Local Authority and are reported to parents/carers within each child's end of year Individual Report.

#### II. KS1 Statutory Assessment Tests (SATs)

In May, the children will take statutory KS1 tests (SATs) in Reading and Mathematics and optional tests in Grammar, Punctuation and Spelling.

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

The tests are marked by the class teacher.

The results of these tests are not formally reported but the outcomes are used to inform the Teacher Assessments (TAs).

## Key Stage Two Assessments

### I. Teacher Assessments based on Interim Frameworks

At the end of year 6, pupils will be given Teacher Assessment (TA) judgements in Reading, Writing, Mathematics and Science based on the Government's Interim Frameworks. Pupils will be assessed against criteria under the following headings:

#### Reading, Mathematics and Science:

- **Working at** the expected standard,
- **Has not met** the standard

#### Writing:

- **Working towards** the expected standard
- **Working at** the expected standard
- **Working at greater depth**

### II. KS2 Statutory Assessment Tests (SATs)

In May, the pupils in Y6 will sit tests which will consist of:

- English Grammar, Punctuation and Spelling Paper 1 – short answer questions
- English Grammar, Punctuation and Spelling Paper 2 - spelling
- English Reading – reading booklet and associated answer booklet
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

The tests are externally marked.

The end of KS2 outcomes are submitted to the DfE and are reported to parents/carers within each child's end of year Individual Report.

### How do we use the National Curriculum Assessments (SATs) Outcomes

The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff and governors.

### E. Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking, Feedback and Presentation Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess, peer-review and edit or revise their work. Our pink and green marking system ensures that children know what they need to do to improve and what they have done well.

### F. Pupil Progress Meetings

Teachers are expected to analyse any data in preparation for Pupil Progress Meetings (PPMs) which take place with the members of the leadership team in Terms 1, 3 and 5 as a minimum. In the other terms, teachers discuss each child's progress within the Provision Map review with the Deputy Headteacher. Additional PPMs will be organised if progress is a concern.

### **G. Target Setting**

At the beginning of the academic year percentages of pupils expected to meet or exceed the national standards in English and Mathematics are set for each child. We use Fischer Family Trust to support us in these targets.

We also share our targets and predicted outcomes with the Local Authority for the end of each Key Stage. These are reviewed throughout the year.

### **H. Records**

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on our Management Information System (SIMS).

The progress of children receiving extra support is monitored by the member of staff delivering the support and by the SENCo.

NfER Results and Individual Reports are filed on the server and are available for reference.

### **I. Wider Curriculum**

Teachers assess attainment at the end of units of work.

In Science, teachers assess on both subject knowledge and on ability within scientific enquiry skills.

For each of the foundation subjects, teachers make judgements on each child's response to the curriculum based on whether they are working at, above or below the expected standards.

### **J. Monitoring**

The SLT monitor assessment data regularly during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. Next steps identified are followed up within an agreed time scale.

### **K. Equal Opportunities**

Assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. This Assessment Policy ensures that identification of these children is systematic and effective.

### **L. Special Educational Needs**

When assessment indicates a child may have Special Educational Needs, the SENCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND Policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.