

Capel Primary School

Assessment Policy November 2015

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment, for all our pupils. It is important to note that the national landscape surrounding assessment is still changing. As such this is an evolving definition and may be further refined or altered at a later date.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Capel Primary School
- provide clear guidelines for the implementation of the policy
- provide clear guidelines for the procedures in place for monitoring and evaluating assessments
- define clear responsibilities in relation to assessment

Aims

All assessment should:

- inform our pupils of the next steps in learning through feedback, enabling them to make progress in their learning
- help all pupils demonstrate what they know, understand and are able to do
- support teachers to enable them to plan effectively
- enable leaders of the school to make the best strategic decisions in the interest of learning
- enable Governors to be able to hold the school accountable for the progress of pupils
- enable parents to understand and gauge their children's achievements

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils and parents as part of an ongoing dialogue with pupils about

their learning. The outcomes of summative assessments are reported to the Assessment Coordinator.

The Assessment Coordinator is responsible for ensuring that:

- Each class teacher uses pupil tracking (on Target Tracker) to analyse the performance of individuals and vulnerable groups, then set individual pupil progress targets in conjunction with the Headteacher.
- Summative assessment tasks are carried out and the resulting data is collated centrally.
- All staff are familiar with current assessment policy and practise.
- Monitoring standards in core and foundation subjects.

The Headteacher is responsible for:

- 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.

The Headteacher and the Assessment Coordinator are responsible for:

- Analysing pupil progress and attainment, including individual pupils and specific pupil 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 the progress individual pupils make towards their end-of-year targets in pupil progress meetings.

The Core Subject Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practise and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and the Assessment Coordinator, where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Method of Assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teacher, parents and pupils plan their next steps in learning.

- Summative assessment is carried out a minimum of three times per academic year in English and Maths. These assessments are based on teacher assessment against the performance indicators as shown in the National Curriculum, Penny Bill Writing and Reading 'Statements on a Page' and key indicators within Target Tracker for Numeracy. Read Write Inc assessments in reading are coordinated by the Phonics Lead on a termly basis. Judgements are then supported by tests in SPaG (Rising Stars six times per year), Maths and Reading (Hodder Tests three times per year). Thus providing a wide range of evidence.
- In exceptional situations, e.g where a child cannot access the specific year group test, it may be appropriate for a Class Teacher to administer a Hodder test for the year below.
- The results of the Tests are shared with the Assessment Coordinator through the provided software, which contains diagnostic tools for gap analysis.
- Class Teachers will regularly update Target Tracker as described in section below. Staff meeting times will be assigned to support teachers in completing this.
- The Senior Leadership Team, along with subject leaders and trained moderators will moderate the assessments.
- Quality First Teaching ensures that assessment for learning is carried out within lessons leading to adaptation of lessons as appropriate.
- Opportunities are given to show developing skills through the drafting, re-drafting and evaluating of their work in Literacy, and developing reasoning and explanation within numeracy.
- Assessment for Learning is pivotal in each classroom. Teachers use success criteria, effective marking (see marking Policy), peer and self-assessment and ensure time for pupils to reflect on marking with an opportunity for further challenge, closing a gap and moving their learning forward.
- Effective questioning is used to deepen the understanding of pupils and inform the teacher of their next steps. It enables children to practise reasoning and provides opportunities for teachers to reshape and model answer.

Target Tracker

Target Tracker is a software program designed to track pupils progress and attainment against the National Curriculum. Standard procedure for Teachers conducting assessments is:

- To update the information a minimum of three times per annum – however best practice may reflect more regular updates. There will be three specific dates given each year for those assessments to be finalised.
- To use the NAHT statements to support judgements in Numeracy and find the overall ‘best fit’ for Beginning, Working Within or Mastered.
- To determine whether a child is **WORKING TOWARDS**, **ACHIEVED** or **MASTERED** in a specific area, the teacher will refer to the definitions in appendix 1 as provided by Target Tracker.
- For Literacy, the Penny Bill statements will be used to assess a child’s attainment through the year group expectations (or previous year group if appropriate). These will then be transferred to Target Tracker, understanding that Emerging would translate to Beginning, Expected to Working Within and Exceeding to Secure.
- The Hodder Tests for Numeracy and Reading will help to indicate the appropriate year group statements for a child’s attainment and provide some evidence for children’s independent achievement.

Statutory Assessments

Every year EYFS, Year 1, Year 2 and Year 6 are required to carry out statutory assessments and report the results. EYFS carry out a baseline assessment for mid-October and report individuals achievements against the Specific and Prime areas of learning. Year 1 carry out a national phonics check in June. Sometimes Year 2 children will also take the check if they did not reach the required level when they were in Year 1. Years 2 and 6 carry out statutory assessments in May and June.

Moderation

Moderation of assessments, pupils learning and quality first teaching are carried out regularly and through various means.

- Senior Leaders and Subject Leaders observe teaching through triangulated observations which includes examining planning, books and teaching, talking to children about their learning and their next steps.
- The Senior Leadership Team will carry out book moderations across the school, three times a year, with a specific focus. Feedback is given to individual teachers and general trends are shared with the teaching staff as a whole within two weeks of the moderation.
- Learning Walks are undertaken regularly.
- Moderating teams of class teachers will meet regularly to not only quality assure assessments, but also to build the capacity of staff through support and training opportunities.
- Pupil progress meetings are scheduled three times a year to discuss individuals learning which may impact upon the allocation of resources, intervention programmes and progress towards targets.
- External moderation for EYFS, Years 2 and 6 occur annually for the end of Key Stage Assessments.

The Use of Assessment

- The results from Target Tracker and the tests are tracked by the Subject Leaders, Assessment Coordinator and the Headteacher. These are analysed and discussed within Senior Leadership Team meetings, Pupil Progress meetings and during book moderations, they are then shared with the Governing Body. The Governors are then able to effectively challenge the school on their progress.
- Whole school trends are identified and appropriate strategies are put in place. This may include CPD and/or resources.
- Teachers use the outcomes to summarise and analyse attainment and progress for their pupils.
- Teachers use this data to effectively plan the learning for their class and for individuals.
- The SEN D team monitor Target Tracker to assure progress and attainment of children on SEND register.

- The SEND team measure the impact of interventions and support for children with specific needs. This information is then used to inform future provision and plan for whole school provisions.
- The information from assessment is communicated to parents at our Parent Consultation meetings through a structured discussion and within their final end-of-year report.
- We celebrate all achievement across a broad and balanced curriculum, promoting success and developing motivation, perseverance and resilience within our pupils.