

Gainsborough Primary & Nursery School

Assessment Policy



Approved by FGB: March 2016
Updated: February 2016
Review Date: February 2017

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Assessment Policy

Rationale:

Assessment is a continuous process which is integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment

- To allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum
- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To identify underachievement and those pupils needing targeted support or interventions
- To provide regular feedback to parents and carers about children's progress
- To provide information which is reliable, easily understood and transferable, covering both qualitative and quantitative assessment
- To improve the quality of teaching
- To feedback to pupils about their progress, how they can improve and to encourage self-assessment and promote learner engagement
- To produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time

Types of Assessment

Formative/Assessment for learning: This is the on-going assessment carried out by teachers as a natural part of teaching and learning. Formative assessment is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them to improve.

Formative assessment strategies:

- Evaluation of pupils' learning to identify specific needs so that any issues can be addressed in subsequent lessons
- Adjusting plans to meet the needs of learners
- Skilful questioning by the teacher
- Encouraging pupils to ask questions to extend and clarify their thinking

- Ensuring pupils are aware of the learning objective and encouraging them to evaluate their progress and understanding so that they know the next steps they need to take
- Encouraging pupils to self-assess against success criteria based on specific, key learning objectives
- Using peer assessment strategies
- Using plenaries/exit passes at the end of the lesson to check understanding
- Using pre-learning tasks to ascertain the level of understanding and inform planning
- Marking work so that it is constructive and informative in accordance with the school marking policy
- Carrying out teacher observation of pairs, groups and individuals
- Including assessment opportunities in medium and short term planning
- Making judgements about pupils' attainment in relation to Age Related Expectations

Summative Assessment

Formal summative assessment is a systematic part of our school's work which can be used to support formative assessment judgements and to track the progress and attainment of every child in the school. Summative assessments take place at the end of each term in addition to end of key stage statutory assessments. Summative assessment can also take the form of weekly tests such as 'Cracking Times Tables' and 'Basic Skills' or half termly reading 'Benchmarking'.

What do we assess?

- Knowledge and understanding
- Skills
- Attitudes and capabilities

When do we assess?

- Routinely as part of the on-going teaching and learning process (formative assessment/assessment for learning)
- At the end of each term or unit of work (summative assessment)
- As required to identify and indicate any specific difficulties (diagnostic testing)
- Statutory assessments; end of EYFS, end of key stage 1 and 2, Year 1 phonics screening

Assessment in the Early Years Foundation Stage

On entry to the school children are assessed using Early Excellence baseline. On-going formative assessments then take place to ensure that next steps in learning are appropriately planned to help children make progress. Pupils are assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teachers' continuous observations and assessments in the following areas:

The prime areas of learning:

Communication and language
Physical development
Personal, social and emotional development

The specific areas of learning:

Literacy
Mathematics
Understanding the world
Expressive arts and design

Characteristics of effective learning:

Playing and exploring
Active learning
Creating and thinking critically

Each child's developments and achievements are recorded in the profile. This is supported using the electronic learning journey 'Tapestry'. There are 17 ELG (early learning goals) descriptors and for each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding) or not yet reaching (emerging).

Records and record keeping

Class teachers keep formal and informal records of on-going formative assessments. Judgements about a child's attainment are made at the end of each term and information is entered onto the school tracking system, Otrack. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Thorough data analysis provides information about percentages of children on track to achieve age related expectations within a cohort and identifies pupils who are below, in addition to tracking progress. Targets are reviewed and set for individuals, groups and cohorts using the school's 'Flight Path'. The information is used to identify intervention groups, and track the progress and attainment of groups of pupils including those who are able, those with special educational needs and those in receipt of pupil premium funding.

Analysis of Raise online and the DfE Inspection Dashboard each year also provides the school with information about end of key stage cohorts and their attainment and 'value added' progress.

Reporting

Information about each child's attainment and progress is shared with parents/carers. They are invited to attend parent meetings in the Autumn and Summer terms to discuss progress and information is shared about each child's attainment in relation to age related expectations. An annual written report is sent home in the Spring term each year which celebrates achievements,

provides information about attainment, attendance and learning characteristics and sets individual targets for the following term. Should the need arise parents are welcome to discuss the progress of their child at other times during the school year. Copies of age related expectations for Maths and English are available on the school website.

For children at the end of each key stage and at the end of year 1, information is sent home about the results of statutory tests.

Moderation

Moderation is important to ensure accuracy and a consistent approach in assessment throughout the school. It ensures that teachers have a shared understanding of the standards that the children are expected to achieve. At Gainsborough we:

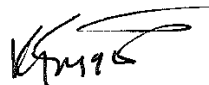
- Meet regularly in staff meetings and phase meetings to moderate writing and maths books
- Moderate assessments through termly book scrutinies and feed back findings to staff
- Participate in moderation schemes in the local authority for end of key stage assessments
- Participate in cluster moderation exercises with local and partnership schools

The assessment coordinator will:

- Formulate and regularly review the school's assessment policy in consultation with the Head teacher, Governors and staff
- Provide support and guidance with assessment and keep up to date with current information and the needs of the school
- Resource the school with relevant tests
- Maintain the tracking system (Otrack) and analyse the information it provides each term
- Highlight pupils who have made less than good progress or who are not on track to achieve age related expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those in receipt of pupil premium funding, vulnerable pupils, gender, EAL, and SEND
- Report to Governors regarding the policy, school in-year data analysis and statutory test results

Signed

Chair of Governors February 2016



N. Hough

Acting Head Teacher February 2016

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