

Stroud Green Primary School



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Assessment Policy

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Next review: Autumn 2018

Stroud Green Primary School has been following the new 2014 Curriculum as a whole school since September 2015. This is an interim policy which reflects the changes to assessment: the removal of levels; DfE's national changes to assessment from 2015-2016 and our own internal amendments to our assessment systems to ensure our practices are consistent and robust.

The Principles of Assessment

The school's policy on Assessment is inseparable from its curriculum policies and they must both be seen as evolving processes; assessment informing curriculum planning to aid each child's learning and ability to make progress.

Assessment is seen as:

"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (*Assessment for Learning: Assessment Reform Group 2002*)

The policy is based on practices and systems of the whole school, together with agreed ways of recording and reporting.

Consistent, systematic, manageable and useful assessment.

It is vital that our assessments are consistent and systematic throughout the whole school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows.

Involvement of children

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development.

Children will:

- be involved in and responsible for their own learning
- think, learn and talk about HOW they learn and what helps them to learn
- self-assessment - identify aspects of their work that they wish to improve and set their own personal targets
- use written or verbal feedback from a teacher or a peer to make improvements in their own work - actively participate in written or verbal responses (**purple pen**) see **Marking Policy Appendix**
- expect to know what they are learning, why they are learning it and how they will be expected to carry out the learning
- be able to explain what they are learning and talk about what a successful outcome will look like - contribute to developing the success criteria
- use success criteria to identify successes and next steps in their own work and that of their peers
- understand where and how their current learning fits into the bigger picture
- ask and answer questions about what they are learning of teachers and other pupils
- be able to discuss their personal targets and the progress they are making.

Assessment which informs planning.

Assessment is mainly formative; to guide the teacher in the next stage of the child's learning. Formative assessment is a continuous process as children are developing all the time. Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their short term planning. Assessment takes many forms, from observation of the children at work, the marking of a child's work, discussion with the child and their own assessment of their work.

We also summarise a child's achievement to inform the parents in each term, the child's next teacher or the child's next school. This type of summative assessment is used: at the end of units of work; at the end of the Foundation Stage; at the end of Year 1 as the Phonics Screening; and at the end of Key Stage 1 and Key Stage 2 in the form of national

assessments. Summative assessments for Years 3,4 and 5 are based on Rising Stars Tests and teacher assessment.

Setting Targets (Target Tracker being implemented from Spring (2) 2016)

At present targets are set by class teachers based on children's prior learning. In the Autumn term, targets for the Borough are set for children in the Foundation Stage (GLD), Year 1 Phonics and for KS1 and KS2 end of key stage tests. From Spring 2016, targets for all children will be set using Target Tracker and the diagnostic outcomes from Rising Stars Tests will be inputted to track children's learning. Staff will receive training for this in this term and familiarise themselves with the software for full use in Autumn 2016.

Target Tracker will track all pupils with a focus on:

- children who are EPP / ever FSM
- gender
- EAL
- SEN

Planning for Assessment.

Learning, teaching and assessment are inter-related and so assessment forms an integral part of learning, teaching and planning. One of our aims in our curriculum policies is to ensure continuity and progression throughout school and our curriculum overview reflects this. Our overview shows quite clearly what the children should have achieved by the end of a unit of work. Included in the short-term plans is identification of the kinds of assessment taking place. As well as on-going teacher assessment, we have three whole-school identified assessment periods each term within the school year, in which formal assessments are undertaken in English, Maths and Science to inform teacher assessments and ensure progression is maintained for all pupils. Data is reviewed by teachers, subject leaders and SLT and the progress of identified cohorts are discussed in Termly Pupil Progress Meetings. Following these meetings, provision for children is reviewed as appropriate.

These meetings are in addition to meetings with the SENCO to discuss the impact of interventions and any changes that need to be made.

In order to allow pupils to demonstrate achievement across the full range of curriculum objectives, we employ a wide range of assessment opportunities both formal and informal.

Assessment Procedures and Calendar

When marking assessments across all phases, work is moderated across year groups by class teachers for consistency and by the SLT. Staff in the Foundation Stage also moderate with local schools.

FOUNDATION STAGE

Term 1- Information has been acquired prior to the child starting school via:

- consultations
- visits and discussions with Rainbow Nursery and previous settings
- Early Years Transfer Record- completed by nurseries, playgroups and childminders

A Baseline Assessment is carried out in the first 3 weeks. This year Early Excellence was used.

Teachers will begin to complete the Foundation Stage Profile. Teachers work closely with parents / carers and record achievements in children's special books. This is ongoing with different foci throughout the year.

Term 2, 3 & 4- Assessments will be made and scores recorded using Borough Tracking / Target Tracker Analysis. This will be completed by class teachers and reported to the SLT.

There will be ongoing tracking of children's progress towards achieving **GLD (A Good Level of Development across prime strands)**

Term 5/ 6- Evidence to be collected for moderation. Final scores to be recorded using Borough Tracking / Target Tracker Analysis.

Final GLD results will be inputted into Integris (MIS) and the data will be presented to Governors comparing school targets to actual results.

YEAR 1

Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations.

Term 2, 3, 4 & 5- Pupils will be assessed (using Rising Stars) against year group expectations and results will be inputted for gap analysis. The data will be used to track progress.

There will be ongoing assessment of children's progress in phonics with intervention for those at risk of not passing the test.

Term 6- Phonics Check carried out in June.

Term 6- Pupils will be assessed (using Rising Stars) and results will be inputted for end of year analysis and progress.

Unaided cross-curricula writing across a range of genres is sampled half-termly. Strengths and gaps are analysed and targets set and discussed with children. Samples track children's progress during their time at school.

Final Phonics results will be inputted into Integris (MIS) and the data will be presented to Governors comparing school targets to actual results.

YEARS 3-5

Term 1, 2, 3, 4, 5 & 6- Pupils will be assessed (using Rising Stars) against year group expectations and results will be inputted for gap analysis. The data will be used to track progress.

Unaided cross-curricula writing across a range of genres is sampled half-termly. Strengths and gaps are analysed and targets set and discussed with children. Samples track children's progress during their time at school.

Progress for these years will be reported to Governors with next steps to accelerate progress.

YEARS 2&6

Term 1&2 - Pupils will be assessed (using Rising Stars) against year group expectations and results will be inputted for gap analysis. The data will be used to track progress.

Unaided cross-curricula writing across a range of genres is sampled.

Term 3 &4 - Pupils will have ongoing assessment using Past SATs papers and the focus will be on approaches to tests. Results will be used for gap analysis.

Unaided cross-curricula writing across a range of genres is sampled half-termly.

Term 5 - National tests will be held in May.

Teacher Assessment for Year 6 to be submitted by end of May.

Term 6- Teacher Assessment for Year 2 to be submitted mid-June.

Final results will be inputted into Integris (MIS) and the data will be presented to Governors comparing school targets to actual results.

Unaided cross-curricula writing across a range of genres is sampled half-termly. Strengths and gaps are analysed and targets set and discussed with children. Samples track children's progress during their time at school.

Foundation Subjects

Assessment of the Foundation subjects will be introduced in Spring 2016 with the introduction of Target Tracker.

Assessment Language

In the Years 1-6, the school uses the following terminology when making a summative judgement on a child's attainment.

Emerging	below the national average for his / her age group	
Working Towards	slightly below the national average for his / her age group	
Expected	in line with the national average for his / her age group	In Year 2 - old 2B In Year 6 - old 4B
Embedding	above the national average for his / her age group	
Exceeding	well above the national average for his / her age group	

Pupil Files

These contain copies of a child's yearly reports and past assessments. Pupils' files and tracking data are referred to during pupil progress meetings held with staff and the Senior Leadership Team. These Pupil Review meetings take place three times a year (each term) and focus on individual pupils. Discussions focus on:

- identifying children on track
- how to accelerate progress
- identifying pupils not on track
- appropriate nature of current or future interventions
- how to support pupils exceeding targets

Information arising from these discussions is placed in the pupil folders and are passed on to the next teacher. When the child is leaving for secondary school, all reports are passed on to the new school and the child takes their past assessments home.

Reports and information for parents

Autumn Term

Foundation Stage:

Individual (learning Journey) and focus group meetings are held with parents / carers to help them to support their children's learning.

There are also workshops to support Reading in the EYFS.

Years 1-6

Children's current attainment and targets are set and shared with parents so they are aware of their child's next steps in learning.

Spring Term

Foundation Stage

Workshops are held to support mark making (Writing).

Nursery

Individual (learning Journey) and focus group workshops are held with parents / carers to help them to support their children's learning and discuss their progress.

Years R-6

Spring Term Pupil Progress Meetings with parents / carers where they also have an opportunity to look at and discuss their child's work and progress towards their targets / next steps.

Summer Term

Foundation Stage

Workshops are held to support Maths.

All pupils:

Reports are written and sent to parents/carers in the Summer Term and a copy kept in the child's file. Teachers report on all subjects and also make more general comments on the child's attitude to learning. Next Steps are also set for the child. Parents and children have a form on which to comment after reading the report and this is filed in the profile along with the report. Results from end of year assessments are also included in the reports.

Parents can arrange to see staff at times on request. All records and assessments are available to parents should they wish to see them.

Evaluation.

Our assessment practices are constantly monitored to make sure that they continue to:

- reflect the aims of the school
- encourage pupils to achieve high standards
- be relevant and consistent
- involve pupils
- be manageable
- fulfil our statutory obligations

Special Needs.

Children with special educational needs will follow the 2014 Curriculum where appropriate. Information from teacher assessment assists in planning suitable programmes for these pupils.

Points to remember are:

- some children with special needs may be able to proceed through the same stages as other children but at a slower pace.
- units of learning may need to be smaller if they are to gain a sense of progress.
- more frequent recognition of achievement may be necessary.
- presenting different ways of assessment may offer the child the chance to achieve (e.g. by oral rather than written questioning)
- assessment needs to be approached without preconceptions about the child's performance.
- findings should be based on evidence. The child may have special needs in one area but not in another.

In the 2015-2016 assessment period there are separate standards to report Teacher Assessments for children working well below national expectations.

Consistency

We believe the process of moderation is essential if we are to aim for consistency and quality in our assessments. Our assessments in Early Years and KS1 are also monitored regularly by the Borough. Our school promotes consistency in the following ways;

- by working in close collaboration with colleagues
- by sharing planning, schemes of work and similar assessment and recording methods
- by moderating work together to have a common understanding of level descriptors and levels achieved e.g. the Literacy subject leader supports colleagues with marking writing
- when collective decisions have been made about level boundaries through agreement trialling, examples of work are used to build up portfolios in each subject area containing different levels of work from each year group, which can then assist teachers in assessing subsequent work

Appendix 1: Monitoring and Evaluation

