



# Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



## Assessment Policy

### Rationale

Assessment is an integral part of the learning process of our work with children. We believe that if actively used by the whole school community (Headteacher, teachers and their teams, parents and pupils) it becomes a tool to improvement of learning and teaching.

### Aims

- For Assessment for learning strategies (AFL) to be a consistent part of everyday lessons:
  - Teachers will have a good understanding of the progression of concepts and skills and feed this into lessons and planning.
  - Teachers give pupils clear feedback which identifies next steps and provides opportunities in lessons for pupils to discuss and act upon the feedback.
  - Skilful questioning and focussed dialogue (whole, group, paired) needs to be effectively used.
  - Pupils will be given clear understanding of what they are trying to learn (objectives); to know if they've got there (learning outcomes); to know what 'good' looks like (success criteria) and to know why they are learning this (big picture).
  - Pupils need to have the confidence, dispositions and skills to evaluate the quality of their work, and work with their teachers and peers to take the next steps in their learning.
- Assessment Grids (see guidance at the end of this document) need to be actively used in each year group to evaluate progress and inform provision:
  - In planning and opportunities for periodic assessments and review. Standardisation and moderation processes (both internally and with our group of schools) are in place to ensure accurate and consistent judgements.
  - In tracking and target setting to follow and direct children's progress. The grids will support the identification of underachieving groups/individuals and the additional support needed.
  - Assessment grids (in more child friendly formats for younger children) will be used with pupils to help review progress and agree next steps. Targets will be regularly shared with parents and carers.
  - Assessment grids will be used in transition to support new staff in knowing where children are starting from.
- For AFL to be systematically developed across the school through CPD, collaboration and sharing of practice.
- For AFL and our Assessment grids to jointly develop the quality of teaching and learning; motivate pupils and staff and support pupil progress.
- For the school community; teachers, children and parents, to identify progress, celebrate



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achievements and plan future goals.

- To support continuity and progression between year groups, key stages and schools.
- To inform pupil organisation and distribution of resources (support, professional development etc.) throughout the school
- To use assessment data to inform our teacher, parent, pupil consultations and reports.
- To ensure that everyone's progress is built upon year by year to remove pressures on Years 2 and 6.
- To ensure that pupils achieve standards in line with similar schools.
- To use assessment information concerning individual strengths and weaknesses to raise standards of attainment.

### **Annual Guidelines**

#### **All Subject Areas**

All planning should be informed by the National Curriculum 2014, our Assessment Grids, the Early Years Foundation Stage or the Agreed Syllabus for RE, End of Key Stage National Standards and on-going assessment (using AFL) of an individual child, class or groups needs. An evaluation of the days/weeks teaching and learning should be carried out in order to adapt the following day's or week's work. Over the year, knowledge of children's achievement and attainment will be reported to parents at consultations or in written reports using the standards set in the National Curriculum/EYFS or Agreed Syllabus.

#### **Subject/Phase of School Specific Guidelines**

##### **English and Maths:**

- Formative/AFL assessments on a daily basis to inform adaptation of planning and provision
- Periodic assessments (Rising Stars; Reading; Comprehension; Internal checks; GPS; Sample SATs; rich task assessments etc) where children apply their skills in a variety of situations to guide teacher's knowledge of their robust attainment of key objectives. Teachers will track themselves each half term and the school monitors maths, writing, reading and GPS termly using OTrack.
- Writing assessments allow for editing and improvement against success criteria but specific editing guidance (e.g. you've missed a full stop) should not be given.
- Opportunity for standardisation and moderation will be termly through staff meetings or cluster collaboration.

##### **Science**

- Formative/AFL assessments in lessons to inform adaptation of planning and provision
- Through the term, teachers should assess and grade (E, D, S, M) each child in a unit covered using our Science assessment grids (see Science Policy) . Where possible time will be given for activities to assess children's knowledge and application of this knowledge at the end of units. An overall 'best fit' grade is reported at the end of the year and subject monitoring will occur through the year.
- Records will be monitored by the headteacher in order to inform school self-evaluation, our SDP and CPD foci.

##### **Computing**

- Formative/AFL assessments in lessons to inform adaptation of planning and provision
- Staff may use evaluation skills sheets on a half termly basis.
- [Assessment grids](#) per year group will be recorded and monitored centrally to inform the school of strengths and future areas for development.

##### **PE**

- Formative/AFL assessments in lessons to inform adaptation of planning and provision
- Staff will complete the [evaluation skills sheets](#) on a half termly basis.
- Percentages of attainment of skills will be recorded centrally to inform the school of strengths and future areas for development.



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## Foundation Stage and Into Year 1:

- Formative/AFL assessments on a daily basis to inform adaptation of planning and provision
- Our own baseline observations are carried out on all children entering Reception within the first three weeks. This is used to inform provision to support individual areas of weakness and strength. The baseline is also used to track progress within the Reception year.
- Assessment is carried out on a weekly basis against the The Child Development Matters and the Early Learning Goals (see Early Years Policy)
- As appropriate to individuals, pupils move on to the national curriculum and Assessment grids as appropriate.

For all of the above, samples of work from assessments should be clearly indicated in books. However if assessments result in scores e.g. Maths, spelling etc, and these scores/ are recorded on our whole school tracking grid or similar (e.g. Rising Stars) this is sufficient.

## Individual Pupil Records

The office maintains records for individual children. These are ordered chronologically and include the following:

- Contact information
- Admission Information
- Medical Information
- Blue dot - indicating further SEN records
- Green dot - indicating further Child Protection Records
- Annual reports

## Annual Individual Pupil Targets

Each child has an individual annual target for English and Maths. As appropriate these targets may be shared with pupils and parents through parent, pupil, teacher consultations.

## Termly Classroom Targets

- Children are set 3 targets (next steps in learning) in English and Maths. These targets are their next stage of learning and are shared with pupils and parents.
- One of these targets may be themed and layered as a whole school target/focus if analysis indicates a weakness across the whole school.
- Targets are stuck into the front/back of English and numeracy books.
- Children should actively know their targets, and there should be regular reference made to them in teaching and learning.



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### **Statutory Assessment Tests (SATs)**

These will be carried out in accordance with the guidelines issued by the DfEE in Year 1, 2 and 6. The results will be made available to the child's next teacher or school and to his or her parents as part of the annual reporting process. Analysis of pupils' performance in these tests will inform planning, curriculum targets, resources, support and training.

### **Pupil/Teacher/Parent Consultations and Annual Reports**

The basis of all pupil/teacher/parent consultations and annual reports will be the discussion of progress and the next stages of learning in the National Curriculum subjects, Religious Education and their attitude to learning. An agreed format for reports has been agreed and staff meeting time will be given to support the quality of the content of these. The report format includes a section for parents to add their comments and responses. These should be kept in the pupil record files. As a result of our consultations and reports:

- Parents and children should be able to identify their child's strengths and areas for development.
- The school and home should have a way of working on areas for development together.

Consultations with parents are held in the Autumn and Spring Terms. Reports are sent each year, towards the end of the Summer Term and followed by an individual consultation if necessary. Parents of children in the Reception have consultations arranged through the term so they can come into class and discuss their child's learning journey.

In addition, parents are welcome to make an appointment at any time during the school year should they have a particular concern they wish to discuss.

### **Whole School Tracking System**

The Headteacher, informed by class teachers, maintains a tracking system for reading, writing, GPS and maths for all pupils across the school. This is updated at least termly and is used, to set pupils annual target and end of phase targets. The tracking system is used at least termly to analyse and evaluate pupil progress at pupil progress meetings with teachers. Outcomes of this analysis inform targets, interventions, use of resources (including human), CPD, performance management. The Headteacher produces a pupil progress report termly which evaluates progress of all cohorts and groups and is in turn used to inform the next stages of the SDP.

For additional monitoring and evaluation strategies please see our additional policy on this.

Reviewed June 2016



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## Assessment Grids Guidance

- These assessment grids are a tool for tracking pupil progress throughout the academic year. They are intended, primarily, for teacher use.
- The school supports assessment grids being in pupil books to aid assessment when working with children or when marking and reviewing. As children get older they may also use them to review their work.
- Assessment grids should be used to inform planning for teaching and learning, and to help identify gaps in learning.
- Children should be given individual targets based on the gaps identified from teacher assessment. These targets should be shared with children so they know their next steps and pupils should aim to achieve and review them within 2-3 weeks. Children should have 3 targets at the start of each term but blank boxes (or similar) should be available for more to be added if necessary.
- As the emphasis of the new National Curriculum is on pupils mastering the content of their year group, teachers are discouraged from rushing children through the stages in order to show progress in their data. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems and tasks before any acceleration through new content. Of course there will be a time when children are ready for new content but mastery should be aimed at first.
- The aim of the new National Curriculum is for the vast majority of pupils to be working on the age appropriate PoS (Programme of Study). However, due to the raised expectations of the new curriculum, there will be a transitional period during which you will need to ensure gaps in knowledge and understanding from the curriculum of previous year groups are closed.

## How to use the Assessment Grids

- The statements from the assessment grids are all taken from the relevant PoS in the National Curriculum and the Interim Standards. Where examples are given, these are not all statutory but provide guidance and support.
- For accurate tracking, each pupil should be assessed individually using a tracker grid. Highlighting should be in the following colours to indicate times of achievement. Ideal progression is also indicated.

Autumn Term	Yellow highlighter	Aim is at least E+ as this indicates at least 25% of objectives
Spring Term	Green highlighter	Aim is at least D as this is 50% of objectives. As close to D+ is more secure for 2/3 of the year.
Summer Term	Pink highlighter	Aim is at least S (75% of objectives and all NN's)

- Statements should only be highlighted when the skill or concept is completely embedded and when you have seen it applied independently in a range of different contexts, subjects and situations. If you are not sure, do not highlight until you have seen further evidence. Remember some elements in writing (e.g. spelling) can be assessed through dictation.
- The emphasis of the new National Curriculum is 'mastery' and breadth of understanding, therefore teachers must ensure plenty of opportunity for consolidating their learning in a wide range of contexts and subjects. The assessment grids are not intended as a tick list and teachers should not think about how many times they have seen a skill but rather if the skill is completely embedded.
- The assessment grids should be used throughout the year and statements can be highlighted at any point. However, a judgement should be made on the stage at which a child is working, termly. This will be inputted into our school tracking system to evaluate progress and adapt provision as necessary.
- Non-Negotiable statements are those which are considered crucial to the child's understanding at the relevant stage and are underlined. Before moving on to the next year's assessment grid, all NN's must be highlighted. If specific NN's are preventing children progressing to the next year's grid, then targeted support/intervention should be provided.
- 2/3 – 3/4 of the weighting should be based on number when making a judgement in maths. Shape, space and measure are weighted less. (These are shaded in grey).
- At the end of a term, teachers should count the number of highlighted statements and choose the appropriate stage. Within a year group, children will either be working at Emerging (E), Emerging + (E+) Developing (D), Developing + (D+), Secure (S) or Secure+/Mastery(S+).

- It is important that moderation is carried out throughout the



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year to ensure consistency and accuracy throughout the school and across schools.

- Assessment grids should be passed up to the next teacher and ideally should be discussed during a transition meeting.
- Teachers should ensure that all statements from the previous year are embedded before moving onto the next PoS. If a child ends a year on Developing + or above they should begin the new year on the new year group sheet and track back where necessary. - TBC
- Parent reports will have 6 levels of reporting (Below; Emerging at National Standard; Developing to National Standard; Secure at National Standard; Mastery; Exceeding National Standard). Below and Exceeding will internally receive the appropriate point for accurate tracking.



