

Burton Agnes C of E Primary School



Assessment Policy

Date of last Review: May 2019

Review in: May 2020

Burton Agnes CE Primary School Assessment Policy

Introduction

Effective assessment is essential to quality teaching and learning. At Burton Agnes CE Primary School we support all pupils in trying to make better than expected progress and raise confidence and self esteem. The assessment of pupils is a key part of this outcome.

Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

Analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

Aims

- To maximise learning, attainment and achievement
- To ensure children progress, know their achievements and their next steps
- To provide an appropriately planned and progressive curriculum to meet the needs the needs of all learners
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.

Types of Assessment:

At Burton Agnes we use a combination of formative and summative assessment as outlined below:

Formative assessment (Assessment for Learning- AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.

- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

On-going Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning of objectives (WALTs- We are learning today) (Learning Intention) and success criteria (WILFs- What I am looking for) each lesson.
- Effective Questioning throughout the lesson in order to judge pupil understanding.
- Observations- either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria. (success criteria for hot writes are used for pupil self-assessment purposes.)
- Sampling pupils' work.
- Using assessments and feedback from marking to inform the next stages of learning and planning.
- Peer and self assessment opportunities
- Tracking progress and attainment via school systems
- Holding termly pupil progress meetings as a whole staff.

Summative assessment – Years 1-6 - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of **overall teacher assessment**.

- All year groups – Attainment and progress at the end of each term
- Years 1 – 6: Termly Reading Check
- Years 1 – 6: Termly Maths Check
- Years 1 – 6: Termly GPS Check
- Cold and hot writes according to genre taught in literacy
- Year 1: Phonics Screening Check (May)
- End of KS1 (Year 2) and end of KS2 (Year 6) Statutory Assessment Tests (SATs) (May).
- Benchmarking for reading
- Year 4 Multiplication test

- EYFS early learning goals
- Mini Quizzes for curriculum areas

Monitoring and evaluation

All assessments are moderated by the headteacher and staff. Assessment data may inform appraisal targets to ensure pupil progress is at the heart of whole school improvements. Pupil progress meetings are held termly with all staff to identify pupils who may require further support and intervention.

Assessment is collaborative and involves all member of the school community.

- **Governors** oversee the policy and ensure that assessment for learning drives the teaching and learning in school as well as analysing school and national data.
- **Headteacher** has a vision that the school will consistently apply assessment for learning strategies and perform summative assessments so there is a maximum impact on the children's achievement and progress as well as analysing school and national data. The HT also over sees internal and external moderation of teacher assessment.
- **Teachers** apply assessment for learning fully within their teaching to maximise learning and teaching opportunities, to plan next steps and to know how their teaching is progressing all children towards or beyond the national standard.
- **Teaching** assistants use assessment for learning techniques to aid teachers and pupils make judgement on their learning and inform next steps.
- **Parents/carers** are aware of children's targets and support children in achieving the next stage of their learning.
- **Children** have responsibility for their own learning and are able to talk about their work and support their peers in their learning.

Assessment in Early Years

In Early Years, we use a combination of the EYFS profile and a baseline assessment to measure children's progress.

Baseline

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists and are based on the EYFS profile. This information is tracked termly.

EYFS Profile

The EYFS profile assessment is carried out in the final term of Reception

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on our database held centrally. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

These judgements are moderated annually with the LA.

Evidence of achievement throughout the year is collected and information is shared with parents via 'Learning journey' and conversations at parent's evenings. Feedback from parents on a regular basis informs observations also.

Assessment in KS1 and KS2

On-going teacher assessment (formative) is carried out daily using the school progression document and recorded on the school based system. Alongside this, summative assessments are carried out termly. These are tracked separately and are used to inform teacher assessment. This takes place for literacy and maths. Foundation subjects are also assessed.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Marking Policy for detailed information.

Reporting to Parents

Reports to parents are given verbally at parents' evenings in the Autumn and Spring term. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing, the progress they are making and the amount of effort they give their work.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

Assessment within Curriculum Subject Areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for the school to know how they are doing in order to make progress and for middle/subject leaders to develop practice within their subjects. Formative assessments are made using the school progression documents, and middle/subject leaders analyse the data to look for trends and cohort differences. Mini quizzes are carried out throughout the year to ensure knowledge is sticking.

Individual Education Plans

Plans are written and reviewed three times each year as part of the assessment for learning procedures. Please refer to the SEND policy for specific procedures.

Role of the Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the buildings and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching and continually drive the school improvement process