



# Chapelford Village Primary School

## Assessment Policy

---

*Learn*  
*Achieve*  
*Respect*

Links with other policies:  
Academic Guidance Policy  
Home Learning Policy

Chapelford Village Primary School  
Santa Rosa Boulevard  
Warrington  
WA5 3AL  
Telephone: 01925 712554  
Email: [Chapelford\\_admin@omegamat.co.uk](mailto:Chapelford_admin@omegamat.co.uk)

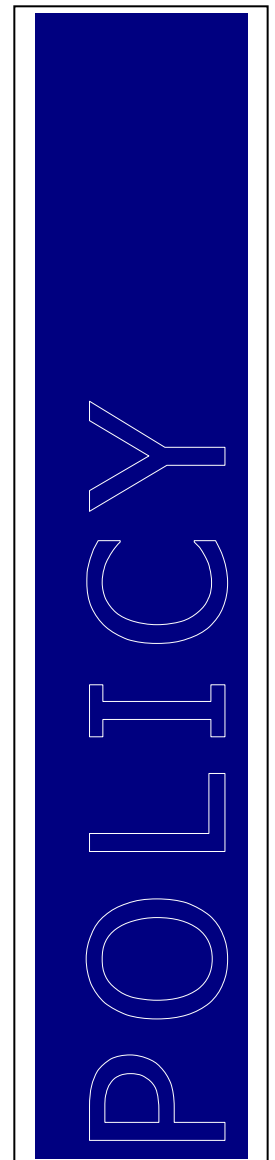
### DOCUMENT STATUS

Version	Date	Action
1	May 2016	New Document adopted by Full Governing Body
	Autumn 2019	Reviewed Annually

Ratified by governors on 26.5.16

Chair of Governors .....

Head Teacher .....



## Chapelford Village Primary School Assessment Policy

This Policy and procedures has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept 2015) and in line with the "Purposes and Principles of Assessment without Levels".

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

### **Rationale**

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Chapelford Village Primary School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

### **Aims**

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

### **Types of Assessment**

#### **Formative**

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, restructure learning, resources and support in order for all children to progress.

#### **Summative**

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

#### **National/Transitional**

At key points through primary school, children are assessed against national expectations.

These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

## **Key Groups**

All individuals and cohorts are tracked throughout the year and discussed at Intensifying Support Pupil Progress Meetings. Focus groups for 2016-17 are:

- Pupil Premium
- SEND
- All pupils groups as identified across each year group in ISPP Meetings

## **Roles and Responsibilities**

- *Governing Body:* Monitor whole school attainment and progress data
- *Headteacher and Deputy Headteachers:* Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets through Intensifying Support Pupil Progress meetings.
- *Headteacher and Deputy Headteachers:* Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- *Teachers:* Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- *Support Staff:* Support children with their learning as directed by class teachers and provide feedback on children's learning
- *Parent/Carers:* Support children with home learning

## **Training for New Staff**

On joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meeting and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the Target Tracker school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Headteacher and Deputy Headteachers will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principals outlined.

## **Assessment Criteria**

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands,' (Band 1-Band 6) which will be divided as follows:

***Below/Below+/Within/Within+/Secure/Secure+***

## **Monitoring and Evaluation**

The Headteacher and Deputy Headteachers are responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the School Improvement and Pupil Progress Committee.

## **Communication with Parents**

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

## **Marking/Feedback**

*Please refer to the Academic Guidance Policy*

## **Home Learning**

*Please refer to the Home Learning Policy*

## **Early Years Assessment**

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within 6 weeks of the child starting they will be given a 'baseline' assessment. In Reception children will be assessed using Development Matters Baseline Assessment which will be reported.

On entry to Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 6 weeks of the child starting the EYFS the children will be given a 'baseline' assessment.

Expected Standards for Early Years are;

## **Reception**

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

## **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these

observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPADS, using the Tapestry program. Data is recorded using Target Tracker.

### **Assessment Cycle**

#### **Reception**

##### Baseline

- Within 6 weeks of the child's start date
- Reception to use Development Matters to submit data

##### Progress

- Autumn 2
- Spring 1
- Spring 2
- Summer 1

##### Summative data

- Reception to submit ELG data from the profile Summer 2

#### **Parents**

Parents are included in their child's learning journey via Homework, Notice boards and the Website. Parents are also able to view their child's Learning Journey at any time. We have 2 formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.