

# Mereside Primary Academy

## Assessment Policy 2021 - 2022



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Person Responsible for Review	Lauren Richardson (Deputy Headteacher)

## Introduction

Assessment lies at the heart of the process of promoting children's learning at Mereside Primary Academy. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the schools to strengthen learning across the curriculum and helps teachers enhance their skills judgements.

## Aims and principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- to ensure early identification of children with SEN and more able children
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- to communicate accurate information about the children that is useful to teachers, pupils, parents and other educational agencies
- comply with statutory requirements
- actively engaged the pupils in their own learning

## Strategies for assessment

At Mereside Primary Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

### **In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Ways of assessing in the above three ways:

- observation - watching the children on task
- questioning/discussion with the children
- peer and self-assessment against clear success criteria
- photographing/videoing/audio taping work in progress
- scrutinising children's written work
- marking the children's work according to the marking policy
- teacher devised tests for areas such as spellings, tables
- statutory formal assessments: EYFS, SATs at Year 2 and Year 6, phonics in Year 1 & 2, Year 4 multiplication test.
- non-statutory tests for all year groups including SWST, SALFORD reading test

## **Pupil Tracking and Target Setting**

Targets are set using tracking data, external data (IDSR, Fischer Family Trust), and staff knowledge of individual children. School targets are set for individuals / classes with teachers and the Head teacher in September/October for the end of the next academic year. These targets are reviewed termly during pupil progress meetings to ascertain if the children are 'on track' to achieve their targets. When a child is not meeting targets these children will be provided with intervention.

When planning, specific individuals and focus groups are highlighted and special consideration is made about how to deploy support staff and provide extra teaching time.

Children should be aware of their own targets and have clear strategies in place in order to achieve them.

## **Record Keeping**

Teachers use their own methods and the school's data collection trackers to keep children's records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Termly teacher assessments for reading, writing and maths are recorded on the trusts Data Collection tracking system.

Bi-annual assessments for spelling and reading ages are recorded on the school tracking system.

## **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- with colleagues in school
- with colleagues from other schools within the trust and authority
- by attending LA sessions to ensure our judgements are in line with other schools
- by using DfE exemplification materials.

## **Reporting**

Reports promote and provide:

- good home/school relationships
- information for parents
- an opportunity for discussion with parents
- information with outside agencies
- targets for the children

A written report for each child is sent to parents, once a year, during the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations.

Children in Year 1 will take the national phonics test and results will be reported to parents. Children who do not meet the standard of the Year 1 test will be re-tested in Year 2 and their result reported.

Children in Year 4 will take a multiplication table check and their results reported.

For children at the end of Key Stages 1 & 2, pupils will take statutory assessments and additional information including details of the testing and results will also be provided.

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **Assessment in the Foundation Stage**

On entry to the school, children will be assessed to gain a baseline. We will use the statutory STA baseline assessment in EYFS and assess against the Early Learning

Goals from Development matters using Early Excellence Assessment Tracker to record these (EExAT).

Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed termly and ongoing using a keyworker approach to ensure that the next steps in learning are appropriately planning in order to help children make progress.

During their reception year, children will be assessed using the EYFS standards based on the teacher's on-going observations and assessments in the seven areas of learning.

Each child's typical developments and achievements are recorded in EExAT. Trackers are updated and the children's Learning journeys will be shared termly on the app.