Park Road Primary School

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PR045 ASSESSMENT POLICY

'Unique Individuals Learning Together'

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POLICY

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change

Contents

1   Aims and Objectives

1.1   At Park Road CP School, we believe assessment is fundamental to learning and teaching. Information about individual children is collected and recorded in a number of ways and is used to inform next steps in learning, give feedback to children and parents and inform future planning for learning as well as inform whole School improvement planning.

1.2   We aim to:
- Ensure all children fulfil their potential
- Ensure the school's curriculum matches the needs of our children
- Show continuity and progression in children's learning
- Ensure that teacher assessment informs planning
- Ensure early identification of children with Special Educational Needs, including more-able children in order to provide appropriate support
- Evaluate the effectiveness and quality of curriculum provision
- Monitor curriculum entitlement and ensure equality of access and an inclusive education for all pupils
- Provide appropriate information for parents, governors, the LA, DfE and receiving schools.
- Enable challenge is appropriate for all groups of learners so that every child meets their potential
- Raise attainment for identified under achieving groups
- Provide pupils with the opportunity to review their work, self-assess and set future targets
- Help children develop positive attitudes to their work
- Provide and accurate picture of every child's achievement and progress
- Show children how they are going to make the next steps within their learning journey

2   Steps in Learning

2.1   Teachers have high expectations of learning and progress for all children.

2.2   To enable children to be aware of these expectations, they are involved in setting success criteria for themselves and their class as part of AfL (assessment for learning).

2.3   Children and parents are informed of their child's progress and individual steps in learning in Literacy and Numeracy through discussion with teachers and teaching assistants in lessons and are given to parents at parents' meetings. These are displayed in classrooms where working walls are used to promote and illustrate the steps in learning and the success criteria to achieve these, and in books and are regularly referred to.

3   Formative Assessment

3.1   Observations

Children's successes are noted from casual as well as planned observations throughout the year groups. This information is collected in a variety of ways which could include/may include – lesson reflection sheets, annotated plans, post-its, SeeSaw, an online app is also used to gather evidence that supports assessment. Examples of work are kept and collated in moderated exemplar files.

4   Monitoring and responding to children's work

4.1   Children's work is monitored on a day to day basis and responded to by teachers and teaching assistants through dialogue which can be both written and oral. This feedback will be specifically related to the success criteria and/or Learning Objective set for each piece of work. (see school marking policy). Peer and self-assessment is also used to enable children to reflect on their successes in relation to their steps in learning.

5   Tasks

To ensure prior learning and essential knowledge, skills and understanding is embedded in order to access the specific new learning being taught in each lesson, we develop a mastery approach across all subjects. We do this by: using long term plans, teachers will take key learning for each term and map this out onto a weekly overview. This will include opportunities to revisit, and undertake assessment for learning weeks against the prior weeks' learning.

Maths
We use Power Maths' initial Prior Learning check lesson at the start of every unit of work. This will include assessing child's understanding of key vocabulary they already need to know to access the new learning. Assessment of this unit of learning will take place *at the end of the following unit of work* (usually around 3 weeks after the learning has taken place) to check that this knowledge and understanding has been retained and is therefore embedded.

English
When teaching reading and writing we adopt a mastery approach to teaching and learning; teachers map out the relevant stepping stones to master the key principles of reading and writing, building upon prior learning.

Writing
We plan a range of opportunities for pupils to demonstrate their learning, knowledge and skills through planned longer pieces of writing as well as incidental opportunities for children to apply their skills and practice them across the curriculum in a variety of ways so that they are building towards mastery of each key aspect and teachers use these to inform overall assessment at the end of the unit of work
Teachers will plan a task for pupils to plan and write an independent write at the end of each unit of work, which will also inform their assessment. These are assessed using school's Writing grids which are highlighted to demonstrate which writing descriptors best match the piece of work.

Reading
Reading is taught through the use of quality texts to develop readers' ability to read as a writer by developing their understanding of a text through discussing, predicting, inferring as well as developing their key skills through guided and shared reading.

Teachers undertake Question Level Analysis (QLA) after each formal assessment test (NTS) and use these to inform which content domain will be the focus when planning future learning.
Running records for every child are undertaken every half term for pupils on book bands. As soon as a child reaches Age Related Expectations (ARE), timed reads are undertaken to check their reading speed against end of year expectations. Common exception words checks are undertaken half termly and any gaps identified are given as focus words for pupils to practice at home with parents. These common exception words are mapped out on the long term curriculum map for each year group.

Foundation subjects
We use a three stage vocabulary system for assessment pupils learning knowledge, skills and achievement.

Stage 1 words are words they should know at their age/stage and from prior learning.

Stage 2 words are words that they may come across during the context of the unit of work, but that don't necessarily demonstrate a depth of understanding and are not necessarily used to form an assessment, although we may need to teach the meaning of these words at this stage.

Stage 3 words are the key demonstrator words that show a true understanding and a mastery of that unit/context/theme/element of work and will be used to form assessment. Teachers will plan a variety of ways to demonstrate this understanding such as written, discussion, through IT.

Summative assessment
There are three, planned formal assessment weeks in Year 1-6 across the year.
These take place as per the schedule (appendix 1) and usually take place the last or second to last week of each term.

 N.C. year groups (Y1-6) will undertake formal assessments using NTS tests (from Spring term in Y1).

Following these assessment weeks, we undertake writing moderation using each year group's completed writing grids and four assessed pieces of writing for the group to be moderated, to evaluate and standardise judgements made.

These examples are collated and kept within a standards file for writing which teachers can used to form assessments.

As a minimum by the end of the year, 12 piece of independent writing which will have been moderated and will be used to form the end of year assessment in each year group.

Children identified as needing support or not achieving expected progress are then monitored or further assessed to help identify their specific needs. The result of this process informs teachers' planning and delivery. A One Page Profile may be put in place to or additional support from, or for the school. Parents are informed by the class teacher and Personal plans are monitored and reviewed half termly. Teaching assistants also support alongside teachers to deliver quality first wave differentiated teaching to support or extend learners depending on need.

OPP – One Page Profile
These are used to address the needs of the pupils that appear on our SEN overview, i.e. the children with a specific need or needs which may relate to learning,   behaviour, emotional or physical development. The OPP is reviewed half termly with the SEN teaching assistant and Sendco supporting the class teacher in this process. The OPP is also used to involve and inform the parents about the school's work in meeting the child's needs. It also enables us to gain access to external support when necessary. These arrangements also inform our planning and teaching as well as contributing to summative reports.

National Curriculum Tests /EYFS profile
These tests inform summative reports along with teachers' assessments using school's own materials i.e. writing descriptor grids are used to 'build a picture', inform planning and teaching. They also supply comparative information

for the school and the parents. This information enables us to monitor our performance and make our own forecasts of predicated results for children at Y6.

Tracking

A class tracker is used across year groups to track in a careful, consistent and robust manner, to track individuals and groups of learners' progress. This is a tool that enables us to identify early on those underachieving, or in danger of not making expected progress, or those exceeding expected progress and targets and to inform provision accordingly. This is also used to inform school improvement planning. Each class teacher uses teacher assessments to input a level for each child half termly and report on target groups of identified learners to the Head teacher and Senco n Pupil Progress meetings.

MARK (My Assessment and Reporting Kit), an online tracking system NTS(National test style standardised assessment) assessments and FFT which benchmark pupil scores and assessments against national averages and analyses gaps in learning to inform targeted teaching and intervention.

The following information is passed on to the next teacher at the end of the   school year

Transition – End of year records
Writing grids
OPPs (pink file)
Spelling assessments
Running records file and/or book band information for each child if relevant

Transition hand over meetings planned July each year

NB If a child leaves our school the above information, plus a DfE TF1/TF2 form,   must be sent to the receiving school within fifteen days of a child leaving.

Communication with Parents

Parents receive:

♦ Information at termly parents evening on whether the child is working above, at or below age related expectations with indications of progress made given.
♦ Copy of the end of year report
♦ End of EYFS profile outcomes
♦ Year 1 Phonics screening check outcomes
♦ Y2 SAT/Teacher Assessment results
♦ Y6 SAT results

Policy Number: PR045   Issue Number: PR045-1
Review Date: September 2021   Replaces issue no: PR045

Assessment Overview

Year	How will information be gathered?	Moderation	How will it be monitored and evaluated?
1	• Post –it notes • Annotated planning/notes • Teacher knowledge • ICT evidence e.g. score • Letters and Sounds Tracker • Miscue for reading • Termly Written Assessment • Maths summative assessment half yearly. • Pupil interviews • Working with small groups • SeeSaw Who: teachers and teaching assistants	Staff/buddy working parties – Twice a term staff meeting time/ PPA/non-contact Who : teachers	• Pupil interviews • Analysing data • Teacher dialogue • Work scrutiny • Working with groups of children • Planning scrutiny • End of year Who: subject co-ordinator
2	• As above. • Increased recorded evidence applied in 3 independent examples (could be cross curricular).	As above	As above
3	• As above. • Application of strategies evident in books. • Progressively greater evidence as appropriate depending on level of child.	As above	As above
4	• As above where appropriate • Books will show increased evidence of children's learning in the form of jottings, diagrams etc	As above	As above
5	• As above where appropriate	As above	As above
6	• As above where appropriate	As above	As above