

St George's CE Primary School

Assessment Policy

"Teacher assessment is first and foremost about helping children to learn."

Following the removal of National Curriculum levels, St George's School is taking a considered and collaborative approach to introduce effective systems for both assessments for teaching and learning and for tracking pupils' progress.

Assessment complements and informs teaching and learning. It is an integral part of the National Curriculum statutory procedure. This policy outlines the nature and management of assessment in our school. The assessment policy sets out the policies on record keeping, marking and reporting.

The implementation and ownership of this policy is the responsibility of all staff. The school's assessment policy, will at all times follow the Equality Policy.

PHILOSOPHY

Assessment is the means by which the progress and achievements of the children are identified, analysed and used to enhance learning by giving clear and constructive feedback to children. It should be an integral part of effective teaching and be both manageable and useful. Assessment information can be used to track pupil's attainment, set smart targets and keep parents informed of achievements.

AIMS

The purposes of assessment, recording and reporting at St. George's are to:

- ✓ Indicate what a child has learned/can do
- ✓ Help to indicate why a child has not learned and/or is not making appropriate progress
- ✓ Inform the next steps for a child
- ✓ Celebrate achievement
- ✓ Inform the next stage of planning

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- ✓ Contribute to an evaluation of the effectiveness of teaching
- ✓ Set targets for individual, groups, classes and cohorts
- ✓ Meet statutory requirements
- ✓ Inform parents and transfer schools

We recognise that assessment is a vital element of careful curriculum planning and that it has four purposes:-

- **Diagnostic** i.e. determining knowledge, skills and possible weakness.
- **Formative** i.e. providing information that assists further planning
- **Summative** i.e. summarises individual pupils overall attainment and progress.
- **Evaluative** i.e. providing information about teaching schemes and methods about the suitability of resources and in-service training.

Methods for collection and interpretation of data should include the following:-

- Agreed marking procedures that include the pupil as much as possible and include encouraging remarks either written or stamped on children's work. They also include
- recognition of good presentation, redrafting, where necessary, discreet corrections of class work where applicable.
- Agreed and informed setting of targets in key area of focus, to be agreed by class teacher with consideration being given to Assessment for Learning.
- Observation of work both in and out of the classroom, and highlighting of appropriate stranded sheet as and when appropriate.
- Use of stranded assessment sheets in core areas of the curriculum.
- Oral questioning and recording of answers.
- Through observation of problem solving and specific investigations.
- By application of specific tests, tasks i.e, SAT's, SEN Screening tests / optional SAT's
- Self assessment by the children by colour coding books or showing thumbs, verbal feedback, Traffic light colour cards, peer assessment etc.

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Elements of the core subjects are assessed during each $\frac{1}{2}$ term using the stranded assessment sheets.

Our data tracking system, Scholar Pack, will be updated half termly and appropriate changes to planning and provision implemented accordingly.

Progress and attainment of children will be tracked and monitored carefully by the Headteacher, Assessment Leader, Inclusion Manager and pupil Progress Champion and discussed termly with staff as part of our pupil progress meetings where action plans are written accordingly ready for the next term.

Additional assessments will be administered as follows:

KS1 READING

PiRA termly

Rising stars (Extra tool)

Yr2 SATs- comprehension & running record

Y1 Phonics screening

Ongoing phonics assessment

P Levels

Performance Indicators for Value-Added Target Setting. (PIVATS)

(specific children identified by SENCo)

Guided reading

1:1 reading

High Frequency Word assessments

Spellings

Assessing Pupil Progress APP Y2

KS1 Writing

Big write- Ros Wilson

Spelling age Oct & May

Yr2 SATs as supporting evidence only

Phonics assessment

High Frequency Word spellings

Intervention records

P Levels

PIVATs (specific children identified by SENCo)

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KS 1 Maths

APP check termly using differentiated sheets Pupils below Level 1:

Sandwell

Numicon assessments

P Levels

PIVATS (specific children identified by SENCo)

Rising stars termly tests

Yr1 Continue EARLY YEARS FOUNDATION STAGE (EYFS) for lowachieving children

Basic skills on entry - writing numbers 0 - 10/0-20/0-100 differentiated

Order numbers

SATs year 2

KS2 READING

Bench mark Reading age Oct & May

PiRA termly

Optional SATs & NFER tests as supporting evidence only

Ongoing phonics/spelling assessment

PIVATs & IEPs (specific children identified by SENCo)

Guided reading

1:1 reading

HIGH FREQUENCY WORD (HFW) assessments

Spellings

Lucid screening

SNAP- special needs assessment profile

Comprehension activities

KS2 WRITING

Big write- St Georges Revised Ros Wilson (every half term)

Assessed using NC Standards

Spelling age Oct & May

Ongoing phonics/spelling assessment

Intervention records

PIVATs & IEP's (specific children identified by SENCo)

SNAP- special needs assessment profile

Yr6 SPAG - May

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Assessments for SATs extra time (Yr 6 selected children)

Neale test

Writing speed test

Phonological awareness tests

KS 2- Maths

APP books differentiated 3x per year

Basic Number Test (Hodder) start of Autumn Y6, end Autumn Y6, End Spring Y6 (same for years 3, 4 and 5)

KS2 SATs (National Tests) compulsory for year 6

SNAP Profile for identified pupils

Assessment for speed of processing to qualify for extra time during KS2 tests

PIVATs at the end of each term for those pupils working at a low level Sandwell (Individual pupils) and for new pupils if they come to us with low levels in maths.

On going assessment, strengths, weaknesses identified and appropriate changes made to planning.

The ways in which St. George's integrate these types of assessment into an effective tool are as follow:

ORGANISATION

Long term planning

In the form of curriculum maps for Key Stage 1 and 2

Medium Term Planning

Stranded assessment sheets for core areas and broad learning objectives are used to identify assessment targets and levels of attainment.

Short Term Planning

Lesson specific learning objectives are used as the basis for ongoing assessment of the children's attainment and the evaluation of the quality of teaching and learning.

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Assessment opportunities are usually identified within short term planning and children's attainment is recorded where appropriate on the weekly planning sheet or daily assessment diaries which inform future short term planning. Children are informed through appropriate marking by the class teacher, evidence of work and through discussion during the next session.

Statutory Obligations

On admission all children will be assessed using dialogue with families, home visits and formative assessments based on observation and discussion.

At the end of each Key Stage teachers are required to make assessments about the levels achieved by pupils in the three core subjects. There are also standard assessments in the three core subjects (Literacy, Maths and Science) which must be administered in accordance with instructions from QCA and the results recorded no later than two weeks before the end of the summer term. Teacher assessments have to be made annually in core subjects in the form of an end of year report and are recorded on Scholar Pack for use by the next teacher, to aid transition.

Part Time & Supply Teachers:

Should contribute to the same assessment procedure as full time staff and should speak to the assessment leader about the procedures in place.

Role of the Leader

The assessment leader will:

- ✓ Be responsible for monitoring the implementation of the assessment policy
- ✓ Review the policies relating to assessment
- ✓ Develop good quality practice in assessment and record keeping and help guide teachers to understand good assessment practice
- ✓ Report monitoring back to staff
- ✓ Help teachers in Year 2 and Year 6 plan and prepare for the end of Key Stage Assessments
- ✓ Organise and initiate regular moderation sessions
- ✓ Maintain and organise materials to support assessment

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- ✓ Carry out learning walks

All teachers are responsible for carrying out assessments with their own class. The Headteacher, Assessment Leader, Inclusion Manager and pupil Progress Champion are responsible for reporting and tracking pupil attainment.

Literacy Assessments

EARLY YEARS FOUNDATION STAGE:

Nursery: Home visits on the Home v sheet- shows any outside agencies.
(3x per year May-Sept, Nov-Jan, Jan-April)

2 week initial assessment highlights interventions needed.

6 weeks- nursery report follows on from home visit report (attention span, listening to & following instructions, mark making, dominant hand, ability to re-tell a story, sing nursery rhymes, interest in talking to others, any issues around speech & language)

NEW: report following on from home visits after 6 weeks at Feb/June to show intervention success and progress, focus on S&L programs, maths-interventions strengths, where needed.

EARLY YEARS

NurseryAssessment in maths

Initial maths play session 1:1 to see how each child uses maths languages, etc. Individually done. Colours, number recognition.

Done within first 6 weeks and repeated at the end of Autumn, spring and summer.

Ongoing Assessments in EARLY YEARS FOUNDATION STAGE

Sticky labels highlight childrens achievements in any area.

Short observations- focus on language/PSED/PD.

Snapshots- photos of childrens achievements & they explain what they have learned. Video snapshots saved of children learning

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Adult led activities- annotated to highlight what children have achieved & next steps.

Current internal assessment is used from admission until the end of the first term when this is fed into Foundation Profile and 'Learning Stories' and then used as an ongoing record. Parents are encouraged to contribute to their child's learning Story record.

Reception

Reception: 6 week initial assessment (initial sounds, handwriting, high frq. Words, blending & segmenting, British Picture Vocabulary Scale, fine motor skills, rhyming words, re-telling a story, listening skills) highlights interventions needed.

Phonics assessment- beginning and end of Aut, Spr & Sum terms.
Big write every half term for writing assessment using EARLY YEARS FOUNDATION STAGE (EYFS) for Aut and Spring terms then the revised Ros Wilson Criteria for the Summer Term.

Reception- Maths

Number recognition, formation, counting objects, sequencing numbers, shape, sorting. During 6 weeks initially and then again at the end of Autumn, spring and summer terms.

Nursery and Reception children who have additional maths teaching are on the Scholar Pack.

EARLY YEARS FOUNDATION STAGE (EYFS) assessment is linked to ongoing unless an adult led task with a set (preferred outcome which will be marked as tick, cross, question mark or short comment).

Assessment data is put onto Scholar Pack half termly.

Further assessment is carried out through:

Wow moments.

Parents are asked to e-mail photographs of their child's achievements and/or write them down for us.

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SPECIAL NEEDS & GIFTED & TALENTED CHILD

The Special Needs policy has detailed information concerning methods of informing SEN leader and any extra records that need to be kept. The assessment leader can advise about special adaptations of SATS for special needs. Staff plan rigorously, for all levels of ability so that they can be included in the curriculum, recording those that fail to meet or exceed the learning objective. Challenges, extension or support activities are planned as a result of these records. The able child will often receive on the spot extension activities in terms of challenge and can receive further assessment on the advice of the Inclusion manager to whom the child has been referred.

The school's policy on special needs and the Code of Practice will be followed.

EQUALITY POLICY

In making assessments teachers should strive to avoid any bias according to a child's gender, disability, race or social background and the assessment practices must give all children the opportunity to demonstrate what they know no matter what the level of ability.

RECORD KEEPING

Introduction

Record keeping is an important part of our school's policy structure and is linked very closely with the policies on reporting and assessment. The structure and process of record keeping has the full support of the whole staff and the policy reflects clear staff ownership. The record keeping policy takes into account the Equality Policy. Record keeping should be manageable and useful and in the process has as its aim the clear progression and cohesion of children's development. Whilst keeping records staff should be mindful of confidentiality.

The primary purpose of record keeping is to guide staff through children's attainment. Record keeping is part of the process that helps to evaluate how well the curriculum reaches each child, which can be then fed back into curriculum planning.

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There are a number of records in school which deal variously with:

- ✓ Administrative matters such as who is on role, addresses, emergency contact numbers;
- ✓ Teaching records such as what has been taught' lesson plans etc
- ✓ Contextual data including personal information such as health problems' social problems etc,
- ✓ Scholar Pack tracking system updated each half term with assessment data and NC levels (for now but to be phased out) for each child by CT.
- ✓ Pupil progress and attainment data updated each term by CT.
- ✓ .Pupil progress meeting data.

Organisation

- ✓ Use of formative assessment to confirm learning and plan next and future steps;
- ✓ Use of targeted assessment to confirm the effectiveness of teaching and learning to inform future planning and to monitor progress;
- ✓ Use of optional SAT materials to support evidence where necessary
- ✓ Use of statutory assessment to inform teaching and learning set targets and to fulfil statutory requirements.

This is supported by:

- ✓ Personal record keeping, which includes day-to-day records of individual children.
- ✓ A class file that is passed on with the children which will include:
 - Class assessments in English, Maths and Science.
 - Thrice yearly whole school RE assessment on a given theme.
 - Extended writing assessment on a rota basis to ensure all appropriate genres are covered over the year. (marked using revised Ros Wilson criterion scale/ NC standards.) □ SATS results and analysis (Autumn, Spring, Summer term) □ All Quadrant and pupil attainment and progression data.

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- Reading levels gathered during guided, class and individual reading sessions and from comprehension assessments.
- APP levels for speaking and listening.
- Groupings of children
- Reading ages using Bench mark scheme
- Spelling ages/phonics phase
- Teachers own X table and spelling records
- Teacher assessments for English, Maths and Science.
- General information
- Visits undertaken
- Curriculum map showing areas covered
- Any additional support in the classroom ELS, ALS, FLS, Springboard, Numicon, Black Sheep and additional interventions etc.

- ✓ Maths, literacy results from an optional SATs (Autumn, Spring and Summer) and year 6 SATs (Summer), are analysed by subject leaders and whole school targets are set for the coming year. These are made clear in the form of individual or group targets, which the children and parents are aware of and can follow. The results and analysis from these tests are added to the tracking system for each member of staff who then use them to study each child's progress and put actions in place. Writing is assessed 6 times a year using the revised Ros Wilson criterion scale which is used to assess progress and inform future teaching.

Individual targets are given to the children after each assessment. ✓

In Science, end of unit assessments are used. Analysis of the test is carried out by the class teacher and this is then passed onto the science leader for analysis and tracking. As well as assessing reading ages in the Autumn, Spring and Summer terms, Individual reading, guided reading sessions and reading comprehension tests are used to inform children's progress and targets.

- ✓ Regular work sifts will be carried out by subject leaders to ensure continuity and progression throughout the school and to ensure all ability levels are being reached.

The format of the school's worksift folders will include:

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Copies of planning, child interviews, examples of work to show standards and progression, analysis sheets for each subject and appropriate observations.

Marking

The whole school is to follow the same marking procedure. Tickled pink, green for growth, o = punctuation mistake, underline spelling mistakes with a wavy line (Words that must be spelt correctly in margin for children to write out before next piece of work) and an arrow showing where improvement is needed. Children to have these in the front of their Literacy book and displayed around classroom. Proactive comment and examples to be given on a regular basis.

The assessment co-ordinator, Inclusion Manager and Pupil Champion are responsible for reviewing progress. The school assessment procedures and timetable will be reviewed as necessary, but at least annually.

S Craig.