

## Granby Primary School Assessment Policy

At Granby Primary School we believe that assessment is fundamental in providing a stimulating and challenging curriculum so that all children can fulfil their potential.

Regular and systematic assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against nationally expected targets and to provide interventions for all children across the whole spectrum of ability.

### Aims and Principles of Assessment

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of developing children so that they can fulfil their potential.
- High quality, in depth teaching is supported and informed by high quality formative assessment.
- The ethos of the school promotes and emphasises the opportunity for all children, regardless of ability, to succeed when taught and assessed effectively.
- There is always a clear purpose for assessing and the assessment is fit for the intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents, governors and stakeholders, School Improvement advisors and OFSTED.
- Children take responsibility for their achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.

Our assessments inform our immediate and long term planning to give;

- **Children-** an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning.
- **Teachers-** the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching.
- **Parents and carers-** regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children.
- **School leaders and governors-** information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school.
- **External agencies and partners-** the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

### **What are schools required to assess?**

Teachers carry out day to day assessments and check on pupils' understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with those pupils of the same age and against schools in the local authority and in the rest of England. These formal assessments include:

- Early Years Foundation baseline and assessment taken at the end of Reception.
- A Phonics test at the end of Year 1
- Test and teacher assessments at the end of Key stage 1
- Test and teacher assessments at the end of Key Stage 2.

### **Early Years Foundation Stage**

- The assessment of the development of those children in our early education and care are made in three prime learning and development areas: Personal, Social and Emotional Development; Physical development and Communication and Language; when they are

between 30 and 50 months in the Nursery and 40 and 60 months in Reception.

- An end of **Early Years Foundation Stage** assessment

We monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Profile which helps to identify those who are achieving a good level of development and those to whom we need to give additional help.

### **Observation and Assessment**

Assessment of particular areas of the curriculum is part of the ongoing planning.

#### **Methods of Observation**

- 1 Daily observational jottings noting children's significant achievements and observations made on the hudl using the 2Simple program.
- 2 Planned focused observations and analysis.
- 3 Photographs evidence – dated

### **Records**

An initial baseline assessment is undertaken within the first 4 weeks of Nursery and Reception. Assessments are then regularly updated at set times during the year. Each child in the Early Years has a 'Learning Journey' which contains a collection of different documents collected by Early Years practitioners that provide a picture of a child's development under the areas of learning identified in the EYFS. They consist of photos, child initiated work, artwork, mark-making, writing with observations made including notes of relevant conversations or comments made by the child and all work guided by an adult. The aim is to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style. This picture can then be used to pinpoint learning priorities and plan relevant and motivating learning experiences.

Each child will be discussed and observations shown to the Year 1 teacher and if a child has not achieved the Early Years assessment scales then the Year 1 teacher will work on these until they are achieved. Children are also assessed to determine their acquisition of phonics of phase 1,2 and 3 and their knowledge of high frequency words.

## **Key Stage One**

### **Year 1**

Regular and ongoing assessments are made in reading, writing and maths. These assessments are made termly to assess progress and to inform future planning.

The **Phonics Screening Test** at the end of year 1.

It assesses pupils' phonic skills as part of early reading.

### **Year 2**

Regular and ongoing assessments are made in reading, writing and maths. These assessments are made termly to assess progress and to inform future planning.

## **End of Key Stage 1**

Schools draw on a statutory tests in reading, grammar, punctuation and spelling, and maths and teacher assessments to help them assess whether pupils are making progress and are achieving national expectations in speaking and listening, reading, writing, mathematics and science.

## **Key Stage 2**

### **Years 3,4, 5 and 6**

Regular and ongoing assessments are made in reading, writing and maths. These assessments are made termly to assess progress and to inform future planning.

### **End of Key Stage 2**

Pupils take statutory tests that assess reading, spelling, grammar, punctuation and vocabulary and mathematics. Speaking and Listening, writing and Science are also assessed using teacher judgements.

### **Assessment practices**

Our assessment practices provide information about pupils' attainment and progress. They will involve marking pupils' work and providing them with written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback. We will continue to engage pupils in the whole assessment process by building self-assessment and peer marking strategies into our teaching. We will continue to provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests.

### **What are the key features of our assessment procedures?**

Our assessment procedures will continue to give attention to helping pupils to meet or exceed national expectations and achieve the highest standards that they can over each key stage of their learning. The National Curriculum sets out what our pupils are to learn but we decide how we are to assess our pupils' attainment and progress over the key stage.

- The achievement of each child is assessed against relevant criteria on a termly basis and we use *Target Tracker* to collate and analyse data.
- Each pupil is assessed against age related expectations for that year and tracked accordingly.
- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils as individuals and as groups so that they can plan the learning

- For pupils 'on track' or working securely at age related expectations opportunities are provided to add real depth of understanding and application of skills to develop 'mastery' of concepts taught.
- Assessment, moderation and pupil progress meetings ensure that individual targets set are challenging and appropriate and that pupils identified as vulnerable or at risk are making appropriate progress and where they are not, appropriate interventions that are targeted, specific and focused, are put in place.
- Information is communicated to parents on a termly basis through a structured conversation in the Autumn and Spring terms and an end of year report in June. Parents receive information about what has been achieved and of what pupils need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including behaviour and social development, sport, art.

Our assessment procedures will:

**Make clear to our pupils our expectations in terms of learning behaviours;**

- Set out the attitudes and behaviours we expect of pupils when in the classroom
- Show how work is to be presented in their books and establish when work needs to be corrected and improved
- Tell pupils when they are successful and when they are becoming successful learners.

**Share learning objectives with pupils;**

- Share learning objectives at the beginning of a phase of learning and highlight them during the lesson and in plenaries using language that pupils understand
- Use these objectives as the basis for questioning and feedback during the learning activities as well as in plenaries
- Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks

- Refer pupils back to earlier learning objectives to demonstrate and review progress over time.

### **Help pupils to recognise the standards they are to achieve and already have achieved**

- Share and discuss pupils' work explaining how and why they have met the standards expected
- Give pupils clear success criteria that relate to the learning objectives
- Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards
- Display examples of pupils' work-in-progress as part of a working wall.

### **Involve pupils in self-assessment and peer-assessment**

- Provide time for pupils to read teacher's feedback and assess how successfully they carried out the tasks set
- Give pupils opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
- Ask pupils to explain the steps in their thinking and justify their decisions and reasoning
- Model with pupils the language of assessment that they can use to review their own and their peer's learning and to identify next steps in learning
- Establish a classroom ethos that enables a critical view of work that is seen as positive and not taken as personal criticism
- Engage the pupils in feedback through their responses to teacher's comments and giving pupils a short additional challenge to carry out that highlights what they have learned or what they need to correct.

### **Provide feedback which leads to pupils recognising their next steps**

- Provide immediate oral feedback that helps pupils to identify mistakes, corrects errors and take the next steps needed to move learning on

- Mark work sharing criteria, give feedback and identify next steps and targets
- Acknowledge praise and give positive feedback but avoid giving excessive and undeserved praise
- Ensure that feedback is constructive and identifies what a child has done well, what needs to be done to improve and how to do it
- Identify the next steps for individual pupils and where appropriate for groups who can collaborate on a common approach to improvement or progress.

### **Involve teachers and pupils in reviewing and reflecting on assessment information**

- Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable pupils to see their progress, thus building confidence and self-esteem
- Use appropriate tasks that will provide us with quality assessment information by showing pupils' thinking as well as the answer
- Provide pupils and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
- In the light of our assessments evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners and make any adjustments to improve learning and raise standards.

### **Additional Needs**

For those children with additional needs, the school will make use of outside agencies to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

### **What procedures will be in place to ensure assessment is rigorous?**

We will draw on the expertise that is available in our school, locally and in partnership with other schools and nationally as further information and guidance is made public. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

### **Monitoring of pupils' work**

- Provide time for subject or phase leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress with their teachers
- Senior leaders and curriculum co-ordinators will carry out learning walks and lesson observations, review books and interview pupils about their learning and steps to improve
- Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and subject or phase leaders analyses of progress and standards in learning.

### **Moderation across year groups and phases of learning**

- Provide time for all staff to carry out regular moderation of assessment and standards within and across key stages
- Set out clear expectations about marking and feedback to pupils that everyone puts into practice
- Collect examples of pupils' work that highlights standards, common mistakes and effective assessment and feedback that staff can refer to when undertaking moderation exercises.

### **Formal testing**

- Use past test papers and commercially produced materials to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence
- Use analyses of these tests to find out where there are areas of overall strength and weakness in pupils' knowledge to inform how we organise and teach in future.

### **Pupil Progress Meetings**

- Senior leaders, teachers and if appropriate, teaching assistants together carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations

- Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies
- Use the outcomes of the meetings to target intervention for groups and to review the provision map for pupils across the ability spectrum.

### **Professional development and support**

- Reporting to Senior Leaders, governors and School Improvement Partners and OFSTED the school outcomes
- Key staff attending local meetings to learn more about assessment and reporting arrangements
- Cross-schools moderation events providing an opportunity to ensure expectations are set at the correct level and pitch
- Local authority provision and support to ensure standards are maintained.

### **Parents' evenings and meetings**

- Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting their child's learning
- Update parents/carers on changes to the curriculum and assessment arrangements and to identify ways in which they can support their child's learning
- Discuss the assessments and comments in pupil's books and statutory reports to parents.

### **Roles and responsibilities**

The responsibility for assessment lies with the class teachers supported by observations made by intervention teachers and teaching assistants who regularly support learning. Responsibility for the analysis of data lies with the Assessment Co-ordinator and Phase Managers who inform the Head Teacher, Governors and other responsible bodies.

Policy agreed by Governors:

Policy to be reviewed June 2017.