

**SHERWOOD PRIMARY SCHOOL**

**POLICY  
FOR  
ASSESSMENT**

*July 2015*

## **Quote**

This assessment policy is a working document which generates and informs good practice within our school. Throughout the school the underlying ethos is consistent, with variations in approaches at Key Stages. The different approaches are detailed within this policy.

We believe that assessment should provide constructive opportunities recognising where a child has got to and what the next steps are. Children are encouraged to become reflective learners and understand how they can narrow the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential as our school belief is that every child has the right to succeed.

## **Policy Principles**

- Assessment is an integral part of the teaching process.
- Assessment is used constructively to inform planning and therefore teaching.
- Assessment ensures that the work provided is appropriate and challenging for individual pupils.
- Assessments are used to evaluate and develop the quality of teaching and learning across the school.
- Assessments are used to monitor and track children's progress
- Assessment is used to monitor school performance and provides the basis for evaluation of educational provision.
- Assessments promote effective planning for teaching and learning
- Assessment is based on excellent AFL and focuses on how children learn.
- AFL is central to classroom practice.
- Assessment reflects preferred learning styles.
- Assessment takes into account the importance of learner motivation.
- AFL is reflected in clear learning intentions and a shared understanding of the criteria by which they are assessed.

- Assessments ensure that learners receive constructive guidance about how to improve.
- AFL develops learners' capacity for self assessment so that they can become reflective and self managing.
- Assessment recognises where pupils are in their learning and what the next steps are.
- Assessment of the teaching and learning process is built into teachers' planning.
- Assessments are based on evidence of what pupils know, understand and can do.
- Assessments are based on ensuring pupils receive feedback to support their learning.
- Assessments are based upon an agreed written recording system, supported by appropriately collected evidence.
- Assessments are moderated effectively both internally and externally, so that teachers' judgement about pupils' work is agreed.
- Pupils are involved in judgements about their own work.
- Pupils are encouraged to reflect on their learning.
- Learners are **empowered** to make progress, through collaboration with their teacher.
- Assessments are used to monitor and evaluate the success of curriculum delivery.
- Teachers are encouraged to reflect on to the appropriateness of teaching styles employed to support their assessment judgements
- Assessments are used to promote continuity and progression between year groups.
- Assessment information feeds into the target setting process.
- Assessment data is analysed to identify and support different groups of pupils.

- Assessment is used to ensure a consistent approach to judging children's attainment.
- Parents are aware of the assessment process and understand the measures used to inform them of their child's progress.
- Information is provided to external auditors and gives a measure of the school's performance.

### **Policy Aims**

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- to use principles and processes of assessment in order to monitor progress and support learning
- to develop consistent practice in AFL across the school
- to empower pupils to self assess
- to ensure assessment has a purpose and is used in a positive and meaningful way
- to use assessments to guide future planning, teaching and curriculum development
- to inform parents of the assessment process and what their child has achieved
- to provide information to ensure continuity when the pupil changes school or year group
- to comply with statutory requirements
- to provide a framework for assessment which enables teachers to integrate assessment for learning throughout all aspects of teaching and learning
- to collect assessment evidence over a range of contexts over a period of time
- to involve pupils in recognising their successes and identifying the next step

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school
- to use assessment to raise standards of attainment, behaviour and improve pupil attitudes and response
- to enable the active involvement of pupils in their own learning by providing effective feedback
- to close the gap between present performance and future achievements
- to promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- to build on secure teacher knowledge of the linguistic and cultural background of pupils
- to guide and support the teacher as planner, provider and evaluator
- to enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- to develop a shared understanding of assessment data used in school and the purpose of each type
- to track pupil performance and in particular identify those pupils at risk of underachievement
- to use the assessments to provide information which can be used by teachers and the headteacher as they plan for individual pupils and cohorts
- to provide information which can be used by parents or carers to understand their pupils

## Types of assessment

### Summative assessment

This provides a snapshot of attainment at the end of a unit, year group, key stage or when a pupil is leaving the school. It makes judgments about pupils' performance in relation to national standards.

### Formative assessment

Assessment for Learning is the day to day ongoing assessment to enable teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Key strategies used to ensure good formative assessment take place include observation, discussion, questioning, paired response work, use of wait time and quality marking.

### Diagnostic

This helps to identify pupil's strengths and areas for development. We use outcomes from assessments to plan future work and to identify groups of children who need support. This process also helps us with our target setting and to reflect on teaching and learning strategies which we use.

## Cycle of Assessment

### Day to Day assessment – Assessment for Learning

Strategies which are used in our school

<b>Strategy used</b>	<b>How and when</b>	<b>Used to</b>
Learning Objectives	Daily and in each lesson	Inform children of what they are learning and to promote cross transference of skills.
Success Criteria	Daily and in each lesson, where appropriate	Give children clear guidance on how to achieve the learning intention. Breakdown skills.
Feedback and Marking	Daily and in each lesson	Provide high quality feedback to children to promote next steps learning.
Observation	Daily and in each lesson	Provide instant assessment of children's learning.
Questioning	Varying styles of questioning. Daily and in	Promote learning

	each lesson	
Self / Peer Assessment	As appropriate. Self Assessment at the end of maths and literacy lessons	Provide high quality individual or peer feedback to children to promote next steps learning.
Talking Partners	As appropriate	Aid peer assessment. Provide quality answers to questions.
Target Setting	Termly	To ensure children are sufficiently challenged to maximise their potential

### **Periodic Assessment**

There is a process of structured periodic assessment for mathematics, reading, writing, speaking and listening and science. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations, and provides information to help teachers plan for the next steps in children's learning. At Sherwood Primary School we use KLIPs to inform next steps learning for the children. Assessments using this are completed on a termly basis for each child.

### **Transitional assessment – Tasks and tests**

Transitional assessment is information that marks a transition from one year to the next, one key stage or school to the next.

Transitional forms of assessment (examinations, end of year and key stage tests etc.) that are used at Sherwood are:

- End of Year tests tests in Year 3,4 and 5
- Year 2 and 6 SAT tests
- Development matters for EYFS
- Teacher Assessment in Reading, Writing, Mathematics and Science

The information for the above is used by all members of staff to ensure that children receive quality first teaching that is focused on their particular needs as they move from Year group to Year group.

### **Early Years Foundation Stage Profile**

Children in the Early Years Foundation Stage are assessed using a Baseline Assessment and the Early Years Foundation Stage Profile. Assessments, which are based on observations, are finalised at the end of the academic year and the results are reported to parents and Local Authority.

Year 1 teachers use the assessments at the end of the EYFSP to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

### **Key Stage One**

At the end of KS1 a statutory teacher assessment is made for all pupils in the National Curriculum subjects –Reading, writing, speaking and listening, Grammar Punctuation and Spelling, mathematics and science. End of Key Stage tasks and tests are used to underpin this judgement. While statutory it is the Teacher Assessment that is reported and not the task and test results. Teacher assessments are finalised by the end of June and reported to parents and the Local Authority.

### **Key stage Two**

At the end of KS2 a statutory teacher assessment is made for all pupils in the National Curriculum subjects –Reading, writing, mathematics and science. End of Key Stage tests are a statutory requirement and are in Reading, Grammar Punctuation and Spelling and Mathematics. These tests are externally marked and the results are reported to parents using a scaled score A result for all pupils is required by the Local Authority by the end of the academic year.

### **Other arrangements to support assessments in our school**

The school uses the following tests to monitor attainment, for value added purposes and to evaluate progress made by our pupils. The statutory tests are highlighted on the table.

Year Group	Assessment used	When	Why
Foundation	Statutory-Early Years Foundation Stage Profile  Baseline Assessment	Ongoing throughout school year. Completed June  On entry (first 7 weeks). End of year (June)	Statutory and monitors progress  Value added data
Year 1	KLIPs	Ongoing	Monitors progress periodically.

	Statutory Phonics Screening Check	June	Statutory
Year 2	Statutory -Teacher Assessment and SATs  KLIPs	May-June  Ongoing	Statutory  Monitors progress periodically.
Year 3	End of Year tests  KLIPs	May-June  Ongoing	Summative/transitional assessment.  Monitors progress periodically.
Year 4	End of Year tests  KLIPs	May-June  Ongoing	Summative/transitional assessment.  Monitors progress periodically.
Year 5	End of Year tests  KLIPs	May-June  Ongoing	Summative/transitional assessment.  Monitors progress periodically.
Year 6	Statutory Tests KS2  KLIPs	May (timetabled)  Ongoing	Statutory and monitors progress.  Monitors progress periodically.

### **Data Analysis**

Results from assessments are collected and used to inform planning. Data is collected termly (Teacher Assessment) and on transition. This is analysed by use of the Lancashire Tracking Tool. The results of which are used to track pupil progress, improve learning and teaching and to generate targets. In order to make the analysis of all school data efficient the following systems are used in our school:

Early Years Foundation Stage Tracking Tool

Raiseonline

LSIP

QLA

Lancashire tracking tool

### **Tracking**

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. An effective system should track pupil progress individually and is reviewed regularly with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. At Sherwood we use the Lancashire Tracking Tool to track to the children. This information is used by all members of staff to inform learning and teaching and is provide to parents as a summative judgement

## **Target Setting**

Although no longer statutory, target setting is a fundamental piece of the school assessment calendar. Annual performance targets for the end of Key Stage Two in English and Mathematics are set by the School. Analysis of assessment data from statutory assessments and other formal summative tests informs the setting of the targets.

## **Record Keeping**

A variety of assessment evidence is collected to form the basis of assessment records which are in turn used for a range of purposes. See subject specific policies.

## **Reporting**

The reporting requirements at our school seek guidance from the Assessment Arrangements booklets which are published annually. Report formats are annually reviewed as such.



## **Evaluation and review**

The assessment leader will ensure that all assessment aspects are monitored in this policy.

*Related documentation:*

- *All other subject policies.*
- *Medium and short term planning*
- *Learning and Teaching Policy.*
- *Language policy*
- *Mathematics policy.*
- *Special Educational Needs Policy.*
- *Able, gifted and talented Policy*
- *Feedback and marking policy.*

## **Monitoring and Review**

*Work scrutiny by headteacher and subject leaders*

*Discussion involving children and through School Council*

*Lesson observations*

*Assessing using APP grids*

*Impact on summative assessment results*

*In school cross phase moderation*

*External moderation*

Approval date: July 2015

Review date: July 2019

Signed (Headteacher):

Signed (On behalf of the Governing Body):