



Tankersley St. Peters

Church of England Aided Primary School

Assessment



# Assessment Policy 2018/2019

## Our Rationale

At Tankersley, we believe that the purpose of assessment is to enable learning to be appropriately challenging and to further children's understanding.

The school's assessment system should efficiently enable practitioners to utilise ongoing formative assessment to support summative assessment that is accurate and able to be shared with a range of stakeholders in a clear way and support stakeholders' understanding of children's progress towards key milestones at the end of EYFS, KS1 and KS2.

## Our principles of effective assessment practice at Tankersley:

Assessment serves many purposes, but the **main** purpose of assessment in our school is to help teachers and pupils plan their next steps in learning.

- We believe assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- We analyse attainment of pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- We provide meaningful tracking and assessment of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.
- We provide information which is transferable, consistent and easily understood.
- We ensure data is reliable and effective and can be used to improve achievement.
- We link assessment to improving the quality of teaching and setting ambitious targets.
- We ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- We produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time. We also use the outcomes of assessment to check and support our teaching standards and help us improve as a school in key areas of learning.
- Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools.

## Our methods of assessment at Tankersley:

- We assess pupils using the National curriculum objectives and use summative assessment tests (Cornerstones and Maths Mastery) to inform our judgements in English and Maths. For other subjects we assess using the key performance descriptors within each of the National Curriculum subjects for each year group.
- Assessment judgements are recorded and backed by a body of evidence created using gap analysis of tests, observations, records of work and testing.
- Assessment judgements are moderated termly by colleagues in school and by colleagues in other schools to make sure our assessments are *fair, reliable and valid*.
- Writing assessments are also monitored half termly by senior leaders.
- Pre- Key Stage standards will be used to assess children who are working on statements and outcomes which are below age related expectations.

## Using assessments to improve learning

At Tankersley teachers use the outcomes of assessments regularly to **summarise** and **analyse** attainment and progress for their pupils and classes. Gap analysis reports from termly summative assessment tests are used to help teachers to make informed and professional decisions about gaps in learning and to tailor teaching to meet the needs of the pupils in their classes.

### Pupil Progress Meetings

Pupil Progress meetings take place every term with the head teacher. The teacher from each class formally **analyses the data and produces key reports and target documentation** to ensure that **all pupils** ( including those in significant groups such as disadvantaged, EAL, vulnerable, SEND or more able) at Tankersley are **making appropriate progress** and that all **pupils are suitably stretched**.



## Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work. Our Interactive school website is also a great source of information.

During the Autumn and Spring terms we offer parents an appointment to meet their child's teacher to discuss their child's progress and attainment in all areas of learning.

During the summer term we give all parents a comprehensive formal report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We include a space for parental feedback. Parents are also given the opportunity to discuss their child's report with the class teacher.

In reports for pupils in Year 2 and Year 6 we also provide details of teacher assessments and the results achieved in the national tests.

### **SEND Meetings**

Every term, SEND meetings are held with parents and teachers where individual targets for all SEND children are identified.

### **EYFS**

We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile and their child's personal 'Learning journey booklet' which is shared with their child's teacher. We encourage our EYFS parents to contribute to this learning journey.

## Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we give feedback on lessons at the beginning of the next one during POLISHING TIME. Here, children respond to the target/wish posed in the teacher's marking (KS2 pupils do this more formally using green pen).

When we give written feedback to a child, we relate this to the learning objective. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

When marking Maths we use the following codes:

**TS- teacher support** for each/any question that they helped the child to answer.

**VF- verbal feedback** that they gave to the child for a particular question or sequence of work.

We encourage the children to make comments about their own work and the work of fellow pupils through self and peer assessment.

A wide variety of AFL strategies are used during all lessons.



## Assessment in EYFS

Regular assessments of children's learning are made and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Focused assessments which are planned for and conducted to assess prime and specific areas of learning.

Informal and more formal assessments of children's progress in reading, writing and numeracy which are made in Reception (F2). All children are assessed on entry to F1 and F2 and then on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The monitoring of each child takes place through child initiated long and short observations (including Learning Stories), discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Our EMAG system is integral to this and Learning Adventure Journals are shared with parents/carers on Parent's Evenings, and throughout the year. Children regularly self and peer assess their own and others' learning.

Assessments against Development Matters and the Characteristics of Effective Learning are brought together in the Profile document at the end of FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help evaluate progress and identify next steps. They are also shared with the LA and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. The characteristics of effective learning are central to how children learn and progress/achievement in these are also recorded and reported upon.

### **Electronic tracker for EYFS - EMAG**

Records and assessments are kept using the EMAG system. Observational assessments are done using the iPad; this includes the use of pictures to evidence children's learning. In addition, assessments of children's achievements made against Development Matters and the Characteristics of Effective Learning are entered into the EMAG tracker. These are then used to monitor and evaluate individual learning, identify problems, target underachievement and therefore the tracker supports us to deliver a curriculum that is specific to the child's needs. It is also used to assist the completion of the Profile document.

### **Reception Baseline**

At the start of FS2, practitioners make baseline assessments of each child against the assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas (Literacy and Maths.). Children

must be assessed using this on-entry assessment within 6 weeks of entering school to ensure that children are assessed at the optimum time.



## Assessment - Transition between key stages

### Early Years into Key Stage 1

Assessment in Early Years Foundation Stage differs from Key Stage 1 onwards in several ways. Although there are specific areas of learning for reading and writing in early years there are also other prime areas of learning that are relevant to both, e.g. *Communication & Language: Understanding* and *Physical Development: Moving & Handling* respectively. Mathematics spans two aspects – *Numbers* and *Shape, Space & Measures*. These are considered separately, not as an overall attainment in mathematics.

The transition meeting between the EYFS teacher and Y1 teacher is key for drawing together all the related areas of learning from Early Years Foundation Stage for reading, writing and mathematics and allow teachers to make an overall judgement of which step has been attained.

## **End of KS1 and KS2 assessment**

A teacher assessment at the end of key stage 1 in mathematics, reading and writing, informed by pupils' scores is externally-set but internally-marked (writing will be partly informed by the grammar, punctuation and spelling test) and teacher assessment of science is recorded. National tests inform attainment and progress at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of writing, and science.

## **Target setting**

We set targets in Mathematics and English through the gap analysis of the assessment tests for all our children during each academic year.

We review the progress of each child termly and at the end of the academic year during our termly Pupil Progress meetings.

## **Assessment of the Foundation Subjects, Science, RE and Computing Subject in the Spotlight**

We have developed a three year Monitoring and Evaluation Schedule. Over a three year, rolling program, each subject has an opportunity to be a focus in the spotlight.

Every Foundation Subject has approximately four report statements for their subject for each year group. Core subjects such as RE, Science and Computing may have 6 report statements.

Each pupil is deemed developing, secure or extending in the 4 statements by the end of the year for each subject. This information is then transferred from our class assessment folder on to reports for parents.

The data on the report statements is collated onto a spreadsheet. From this, each subject leader evaluates and adds to their subject action plan evaluation report. This careful analysis of the results, looks for any trends such as which year groups is performing well in the subjects , which needs support, which aspects of the subject are successful, which need to improve.

The Subject Action plan and data evaluation is then used to feed back into the school improvement plan for the following year.

SLT identify which subjects or aspects of subjects should be developed and when within the 3 year cycle overview.

### **Book Monitoring – for subject in the spotlight**

There is planned time for book monitoring each subject by the subject lead. This doesn't mean that children's work can't be looked at other times by the SLT, subject leader or a staff meeting book scrutiny but it does mean that every subject has a dedicated book monitoring focus at some point in the cycle for the subject lead to look in detail at the work.



