

# ASSESSMENT POLICY

St Edmund's Primary School September 2013.



## INTRODUCTION

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. This is assessment for learning, and supports the learning process in the short, medium and long term. The product of assessments and records of children's attainment and achievement over time form an essential part of the school self evaluation process.

**Through assessment at St Edmund's, we aim:**

- ✓ To gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to inform target setting at a range of levels.
- ✓ To gather information to inform teachers as to what should be taught next.
- ✓ To ensure that assessment, recording and reporting is an integral part of the performance management system.
- ✓ To provide information to inform the school's self evaluation process that will then be built into the School Development Plan.
- ✓ To track the individual progress of every child.

## ASSESSMENT PROCEDURES AT ST EDMUND'S

**Assessment will be used in the following ways:**

1. **Formative** - the information gained "forms" or affects the next learning experience.
2. **Diagnostic** - finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
4. **Summative** - systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

### **Effective assessment in the school is characterised by:**

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:

- Foundation Stage (Foundation Stage Profile) to Key Stage 1,
- Key Stage 1 to Key Stage 2,
- Key Stage 2 to Key Stage 3.

Performance will be analysed in terms of cohorts of pupil as well as analysis of the achievement and attainment of all pupils.

### **Assessment in this school is enhanced by:**

- Pupils' involvement in self assessment,
- The involvement of parents (where applicable).

## **MONITORING AND EVALUATION**

The Headteacher and SLT (Senior Leadership team) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupil records and reports and sampling teacher's planning and assessment records.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the School Development Plan.

### **As a result of good assessments procedures:**

Teachers will know:

- Where the pupils are starting from.
- Has the class overall learned what was planned and taught?
- Are the pupils making the progress expected to reach their challenging targets?
- Are children making sufficient progress in order to close the gap and reach national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils require extension work?
- Are planned activities well resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in the future?

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets?
- If there are any problems?
- If the progress of the children in the school is in line with the school targets set with the LA?
- How does St Edmund's compare with other similar schools, nationally?
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children?

Parents and carers will know:

- How much progress their child is making.
- If their child has any specific problems.
- What the school is doing to help a child with specific problems.
- What they can do to help their child to make progress.

The LA/Government will know:

- How St Edmund's is performing in terms of progress/attainment and in relation to national expectations.
- Attainment in the school in terms of APS and teacher assessment at the end of KS1 and KS2.
- How St Edmund's compares with similar schools.
- Are the priorities of the LA's education development plan being met?

## **RECORDING**

Recording will be manageable and relevant at short, medium-term and longer-term levels.

The degree of the detail will depend upon whether:

- It is a core or foundation subject.
- The subject is an area for school improvement.

All teachers in the school will maintain, short, medium and long-term recording for assessment.

## **SHORT-TERM RECORDING**

**Short-term recording will:**

- Inform planning at short and medium term levels
- Be useful when talking to other teachers, SENCo, Learning Mentor or other staff when identifying particular problems.

- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the deployment of support staff.
- Inform the choice of resources.

**Verbal assessment will be used to:**

- Make lesson aims and objectives explicit.
- Check oral understanding of pupils.
- Use a variety of different types of questioning to enable pupils to self assess.

**Constructive marking and feedback will be used to:**

- Celebrate achievements with the pupils.
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.

**When teachers use a range of open and closed questions, they will:**

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use the plenary to check understanding, develop the concept taught and reinforce learning.
- Use pupil interviews and discussions to enable pupils to know what to do next to continue making progress.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils work, including highlighting developmental points and including annotations for other adults where appropriate.

**MEDIUM-TERM RECORDING**

Periodic assessment and medium-term records will:

- Allow teachers to make judgments about national curriculum levels attained using work produced by individual children
- Provide evidence for the SLT to report to the SIP about the progress of children within each phase.
- Allow teachers and the SLT to monitor progress and evaluate the impact of interventions a child may have received.
- Be recorded on the pupil tracking system.

## **LONG-TERM RECORDING**

Long term assessment will include:

- The Foundation Stage Profile
- Y1 Phonic screening check
- Statutory assessments at the end of KS1 and KS2.
- Any other periodic assessments that have been agreed to be used by the school eg. phonic trackers

These assessments will be recorded on the pupil tracker sheets and analysed by the deputy head.

**Assessment information will be used to:**

- Analyse progress throughout the school for groups and individuals.
- Review and amend the curriculum/provision for children throughout the school, where necessary.
- Monitor attainment against national expectations.
- Inform the governing body of the school's standards and improvement through the headteacher's report to the governing body.
- In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

This policy will be reviewed regularly by the Curriculum sub-committee.