



Assessment Policy

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1. Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

2. Aims and Objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children 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.

3. Assessment for Learning

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teacher to decide where the learners are in their learning, where they need to go and how best to get there'.

3.1

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Assessment is closely linked to teachers' curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what "next steps" should be planned.

3.2

Examples of assessment for learning are:

- sharing learning goals with pupils
- helping pupils know their targets and the standard they are aiming for
- providing feedback that helps pupils identify how to improve
- reviewing pupils progress and adjusting planning to meet their needs
- differentiation
- high quality questioning
- pupils peer and self-assessment

3. Types of Assessment

We believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning by doing this we aim to develop the right skills for all our children to reach their maximum potential. At Little Stoke we have a robust, shared assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system.

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, progress tests or end of unit tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against a year group's programme of study objectives.

4. Assessment of EYFS children.

4.1

Currently children in EYFS are assessed against the Foundation Stage Profile and the Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

4.2

From September 2020, all children entering Reception will undergo a new national baseline assessment. This will be used to assess the progress of children who enter reception year. The new assessment will enable us to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2). The assessment is age appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These are then used to inform teaching within the first term.

4.3

The assessment will be carried out within the first 6 weeks of children start school and is an activity based assessment of pupils' ability in:

- language, communication and literacy
- mathematics

At Little Stoke we use SIMS to record our Baseline Assessment for Reception using Development Matters.

5. Phonics Screening Year 1.

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

6. Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6)

Since September 2015 Year 2 and Year 6 children have been assessed against the new end of key stage performance descriptors for the 2014 national curriculum. Children in year 2 and year 6 will sit test papers. In Year 2, the test papers/tasks will be used to inform teacher assessment whereas in year 6 children will sit test papers for reading, grammar, punctuation and spelling and maths, with no teacher assessment for these subjects. Writing for both year 2 and year 6 will continue to be teacher assessment.

Statutory National Curriculum Assessments are as follows:

Year group	Tests/tasks
Year 1	Phonics Screening Test
Year 2 – all teacher assessment (test used to verify results)	<ol style="list-style-type: none">1. Reading test as part of the evidence base2. Maths tests – arithmetic and reasoning as part of the evidence base3. Spelling, punctuation and grammar test as part of the evidence base4. Writing teacher assessment
Year 4	Multiplication check
Year 6 – mix of tests and teacher assessment	<ol style="list-style-type: none">1. Reading test2. Maths tests – arithmetic , two reasoning papers3. Spelling, punctuation and grammar test4. Writing teacher assessment

7. Assessment in Years 1-6 (other than statutory end of Key Stage tests):

7.1

Since September 2015 all children in Little Stoke have been assessed against the new National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of the key stage.

7.2

At Little Stoke we assess each child three times a year against the ARE's for reading, writing and mathematics. In years 1, 3,4 and 5 Pupils sit NFER tests in Reading, Grammar and Maths and the results give a judgment on the % of the ARE's a child has met. In years 2 and 6, pupils sit tests using past SATs papers. The same test is retaken three times a year to ensure that results are accurate and progress can be measured. The tests in year 1 are strongly supported by teacher assessments, especially for children who cannot access the tests effectively.

7.3

In addition teachers and SLT may use a range of other evidence – work in books, tests, mini assessments, observations and Pupil Progress meetings to form their final judgement. Over the year the % of ARE's a pupil has met with be tracked and stored on the school's SIMs Information Management System as well as internal analysis and tracking systems.5.4 A pupil is expected to reach secure by the end of the year. This equates to three points progress and is considered to be good progress We also acknowledge that children in a particular year may be working on the programme of study for different years based on their needs.

Using their test results and teacher assessment where necessary, Children are given a % of the objectives they have successfully learnt and will either be graded as emerging, developing or secure, either in their own year group or in an earlier year group if children are SEN and working in a significantly behind their peers.

Judgement	What this means
Emerging	The child can demonstrate an understanding of less than half of the Age Related Expectations for their year group and so are working below the expected standard.
Developing	The child can demonstrate an understanding of more than half of the Age Related Expectations for their year group and so are almost working at the expected standard.
Secure	The child has mastery of nearly all of the Age Related Expectations for their year group and so are securely working at or above the expected standard. The % achieved here to reach secure, reflects the % thresholds for the Key Stage 1 and 2 SATs scores.

8. Standardisation/Moderation

8.1

The process of moderation is an essential part of our school assessment system. At Little Stoke School we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts, our school, and compared to other schools locally. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- With colleagues from other local school
- Led by an LA moderator or other similar externally procured expert
- By attending LA sessions to ensure our judgements are in line with a wider group of other schools

9. Tracking pupil progress

9.1

We track pupils across the school at 3 points throughout the year.

9.2

Pupil data is reviewed termly (3 times a year) at Pupil Progress meetings and used to target children who are not working at the correct ARE and for planning and evaluating interventions.

9.3

Senior leaders, subject leaders and the Inclusion Leader all complete an analysis of the data to review progress for their specific area of responsibility.

10. Reports and sharing information with stakeholders

10.1

Each term the governors receive a data report from the Head teacher.

10.2

Parents' evenings are held twice a year where teachers share progress data with parents.

10.3

Parents receive at least one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development.

10.4

Each school will publish statutory end of Key Stage data at the end of each academic year on the school website.

Assessment drives learning. Feedback to pupils about their learning leads to new learning. Assessment is an essential part of the ethos in every classroom and a continual two way process between adults and children.

