



Assessment Policy



Alma Primary School

Assessment Policy

The Governors and staff at Alma believe the key purpose of assessment is to move pupils on in their learning.

Assessment 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 pupil.

Aims

The aim of this policy is to ensure that there is continuity of practice within the school in the area of assessment and to inform all the stakeholders of the school about our assessment procedures.

At Alma Primary School assessment will help pupils to:

- recognise and celebrate a wide range of achievements
- demonstrate what they know, understand and can do in their work
- identify their strengths and areas for reinforcement and development
- take responsibility for, and make informed judgements about, their future learning
- become actively involved in the assessment process, understanding better their next steps in learning (AFL).

At Alma Primary School assessment will help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- plan work that accurately reflects the needs of each pupil
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning
- identify particular strengths and weaknesses, evaluate needs, monitor progress and provide motivation
- Provide colleagues with information which will ensure smooth transition and promote continuity and progression across phases and schools

- provide the Headteacher and other members of SLT with information which allows them to monitor and make judgements about the effectiveness of the school/curriculum and identify strengths and weaknesses in achievement
- Provide stakeholders (standards leaders/subject leaders) with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area or phase.

Will help the school to:

- make informed judgements relating to the way the school's curriculum including the National Curriculum is planned and resourced
- communicate effectively pupils achievement to parents, governors and other responsible parties
- make a judgement about an individual pupil's attainment and progress in order to feedback to pupils', parents and teachers
- provide information to the LA, Governors, and other stakeholders in line with statutory requirements
- provide receiving schools with information to ensure the pupil's swift transfer and continuous progress
- provide an accurate picture of every pupil's achievement and progress in order to celebrate success and develop positive attitudes to learning
- track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform whole school development and school self evaluation.

Process

All staff are responsible for ensuring that the assessment cycle is adhered to consistently. Staff are required to adhere to the assessment procedures set out clearly in the 'Assessment Timetable for the Academic Year' which clearly identifies which assessments need to take place and when.

Teachers are accountable for carrying out a variety of assessment opportunities ie: Formative (on going), Summative (test based), Diagnostic (strengths and weaknesses) and Evaluative. Staff should use assessment information to inform planning, setting and activities.



Ongoing Formative Assessment

Assessment opportunities are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and evaluation of learning. Thorough assessment procedures are essential for informing the next steps in planning and helping pupils to know that they have to do to make progress.

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

Assessment Reform Group 2002

Assessment for learning (AFL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

At Alma Primary School effective assessment for learning involves:

- The sharing of learning objectives and success criteria/success steps(maths) with pupils
- Helping pupils know and understand how to be successful
- Providing feedback and marking that helps pupils to identify how to improve
- Pupils learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning throughout the lesson in order to assess progress and move learning on
- Focused marking against learning objectives or success criteria/steps
- Both the teacher and pupils reviewing and reflecting on performance and progress and setting targets for improvement (Pupil/Teacher Consultations)
- Involving pupils in peer and self assessment by setting pupils targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

Effective assessment for learning results in teachers being responsive to the needs of pupils' learning development and adapting teaching in light of this.

Summative Assessment

Pupil assessments are carried out frequently (4 times each academic year) in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussion in pupil progress meetings.

- Assessments are carried out using Development Matters in Foundation stage
- In KS1 and KS2, Reading, Writing and Maths is assessed against the National Curriculum. A range of assessment methods are utilised (Assessment Timetable for Academic Year)
- Class teachers are responsible for ensuring that accurate assessment information is recorded on Scholar-pack each half term
- Class teachers use information from the summative and ongoing formative assessments to inform pupil progress meetings, here they report on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support
- Science is assessed at the end of each teaching unit.

End of Year Assessments

A summative assessment is made at the end of each year in all core subjects. Assessments carried out in the Summer term are stored in each pupil's Assessment evidence folder. End of year parent reports indicate how well each pupil is attaining compared to the National Expectation for their year group.

Individual pupil attainment is entered into Scholarpack after each assessment track. Assessment data is reported annually to the Local Authority/DFE at the end of Reception, Year 1 (Phonics screening test), Year 2 and Year 6.

Data Analysis

Members of the SLT utilise the assessment data on I-Track to carry out an analysis of the data five times a year. This information is utilised to inform the:

- Pupil progress meeting discussions
- School Self Evaluation
- Termly Headteacher report to Governors
- Termly data report to the Chair and Vice Chair of Governors
- School Development/Action Plan
- Subject leader action plans
- Financial priorities and developments
- CPD
- Inset
- Individual support plans

Pupil Progress Meetings

These are held after each assessment track and are attended by the class teacher, assessment leader and a senior member of staff as follows:

- Nursery - Foundation Stage Assistant Headteacher
- Reception - Foundation Stage Assistant Headteacher
- Year 1 - Year 1/2 Assistant Headteacher
- Year 2 - Year 1/2 Assistant Headteacher
- Year 3 - Year 3/4 Assistant Headteacher
- Year 4 - Year 3/4 Assistant Headteacher
- Year 5- Year 5/6 Assistant Headteacher
- Year 6 - Year 5/6 Assistant Headteacher

Recording

A variety of recording systems are used which are manageable and purposeful. These are found in each class' Assessment folder and Information folder.

Assessment data is recorded centrally on Scholar-pack.

Reporting

Reporting is the process of informing others, including Parents/Carers, Head Teacher, Governors, DFE, Local Authority, the pupil and the pupil's next teacher or school.

In KS1 and KS2

Termly reports are sent to Parents/Carers of all pupils.

The main focuses of these reports are:

- Autumn and Spring Term - progress and target setting in English and Maths
- Summer Term - attainment in English and Maths and achievements in all other subject areas.

In all reports, targets will be set in next steps for learning.

The reports will be written by the class teacher. The Summer Term report will be read by the Headteacher/SLT. All reports will be photocopied and copies will be put into pupil's 'Record of Achievement'.

Reports are written and subsequently discussed at Parent Consultation meetings. Parents and pupils are encouraged to respond to the reports with a written comment.

In Foundation Stage

Parents are invited in to view their child's Learning Journey book and make a comment on their child's progress and report.

The school complies with Statutory Arrangements for reporting.

Moderation and Evaluation

The 'Assessment and monitoring flowchart' and 'Termly Monitoring Timetable' are referred to and used alongside any moderation and evaluation that takes place at Alma.

The Headteacher will ensure this policy and procedures are implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

SLT/Standards/ Subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

The process of moderation is an essential part of the assessment system. Class teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools

- By using published materials
- By using external moderators/assessors.

S.E.N.D

Early identification of pupils with special educational needs and disabilities is essential. The schools Inclusion policy gives details of procedures for identification and assessment.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the pupils' schooling, (between classes, key stages and schools). This ensures that pupils have the maximum opportunities to achieve.

Transition meetings are held between class teachers and with secondary schools at the end of Year 6.

When pupils move schools, information is sent through the CTF (common transfer file) and school records are posted to their new school.

Equal Opportunities

Equality of opportunities is a fundamental right for all pupils regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every pupil has equal opportunities:

- We have high expectations of all pupils and for all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement.