

College Road Primary School

Assessment Policy

Aims of Assessment in our school

We believe that assessment is an important tool that allows us to diagnose strengths and weaknesses across the whole school and implement appropriate and robust interventions to increase progress and attainment. By assessing pupils we are able to carefully track the attainment and progress of individuals and groups which consequently acts as a means to inform teaching and learning. As a result of careful tracking, teachers are able to keep both pupils and parents up to date with how individuals are progressing.

Target Setting

Individual end of year targets are set at the beginning of each academic year for all children. These target should be aspirational while also being realistic and should take into account the individual needs of children. These target are shared with the Governing Body as well as the Local Education Authority.

Target-setting provides senior leaders with data that feeds into the decisions surrounding additional staffing and subsequent intervention programmes that will help children make accelerated progress to meet targets.

Types of Assessment

❖ Formative Assessment within school

Formative assessment is ongoing day-to-day assessment (such as marking, guided reading or writing sessions) that informs teachers' planning and enhances their knowledge of an individual's strengths and weaknesses. These formative assessments will feed into each child's individual summative records which are explained below.

❖ Assessment for Learning (AfL)

AfL is part of effective planning and is central to classroom practice at College Road. It focuses on how children learn, is sensitive and constructive and fosters motivation and an attitude of being a life-long learner.

(See the Marking Policy for further explanation).

❖ Summative Assessments within school

National Tests and Teacher Assessments that we assess children through are:

- EYFS Baseline using PIPs
- Early Learning Goals at the end of EYFS
- % of children who make a 'Good Level of Development' in EYFS
- Year 1 Phonics Test
- End of Key Stage 1 Teacher Assessments
- End of Key Stage 2 Tests
- End of Key Stage 2 Teacher Assessments

In addition to the National Assessment points above, we are always making summative assessments based on what children learn each term. Records of these summative judgements are kept by each teacher in a class Assessment Folder.

Detailed individual records are kept for each child in Reading, Writing and Maths that highlights the objectives from the new National Curriculum that they have achieved. These records will

directly inform the teacher assessments that will be inserted onto our tracking system (School Pupil Tracker Online).

In EYFS, practitioners will regularly update SPTO with the areas of development that children have met. In June, every child will be summatively assessed as to whether they are 'emerging', 'at expected' or 'exceeding' each of the Early Learning Goals.

Due to the nature of the new curriculum, the objectives are linked to year groups rather than Levels so therefore a child may be assessed as having met some (30%), about half (50%) or most (70%+) of the objectives from a particular year group. It is important to note that the objectives they are meeting may be linked to their current year group but may equally be from a lower year group. So for example, Child A might be in Year 4 but may have met about half of the Year 3 objectives so would be considered to be working at Year 3 Mid.

Guidelines for Entering Data onto the tracking system SPTO (School Pupil Tracker Online)

All children have an individual record sheet for each area (reading, Writing, Maths) which teachers and Teaching assistants highlight when a child is secure in each objective. A different colour highlighter should be used for each term so that it is clear when a child has met each objective. These may also be annotated when children are working on particular objectives – this may be particularly useful when a child is part of an intervention programme.

These individual record sheets will need to be kept up to date on a termly basis as they will illustrate the progress they have made in more detail than will be shown on SPTO and will be key for providing evidence of progress.

Judgements will be made against year group objectives and will be inputted onto the tracker as, for example, Year 2 Low, Year 2 Mid or Year 2 High. These terms do not indicate that a child is low ability, merely that they are secure in about a third of the Year 2 objectives, hence:

Year X Low = 30% of the Year X objectives

Year X Mid = 50% of the Year X objectives

Year X high = 70% or more of the Year X objectives

This becomes trickier in Reading and Writing for Years 3 and 4 and Years 5 and 6 when the objectives span two year groups. However, the same principles will apply just with a wider range of objectives, so for example, if a child is secure in about half of all the Year 3 and 4 objectives they would be a Year 4 Low.

Year 3 Low = about 12% of the Year 3 and 4 objectives

Year 3 Mid = about 24% of the Year 3 and 4 objectives

Year 3 High = about 36% of the Year 3 and 4 objectives

Year 4 Low = about 48% of the Year 3 and 4 objectives

Year 4 Mid = about 60% of the Year 3 and 4 objectives

Year 4 High = about 70% of the Year 3 and 4 objectives

Of course a child may be working on objectives either below or above their actual year group and should be judged accordingly, e.g. Child X may be in Year 4 but is judged to be Year 2 Mid.

Marking

Marking is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the tasks being undertaken. The different aspects and styles of marking need to be clearly understood by pupils and teachers. Whilst there should be a consistency of purpose throughout the school the style of marking may change according to the age of the pupil and the preferences of the individual teacher.

AIMS

- To raise standards by ensuring that teachers are fully aware of the ability of the pupils and of any misconceptions they may have.
- To allow teachers to be fully aware of the pupils' response to individual learning objectives.
- To ensure that pupils have a clear understanding of their progress and what they must do to improve.
- To produce evidence of the pupils' progress.
- To increase the pupils' levels of motivation.

See the Marking Policy for more detail and guidelines.

Record Keeping

Records that should be kept:

- Assessment folder containing all the individual assessment sheets for Reading, Writing and Maths (See the Summative Assessments section above for more detail)
- Guided Reading folder with records of Group Reading sessions
- Read Write Inc Assessments

Reporting to Parents

Aims

- To foster good home/school links
- To facilitate parents/carers support of their children's learning
- To inform parents/carers of good educational practice
- To communicate the expectations and ethos of the school
- To allow parents/carers to express their concerns/pleasures in a two way partnership
- To summarise a child's progress over the year

Guidelines – School and parents/carers will communicate about children's learning through:

- Home visits and induction meetings at the beginning of EYFS
- Termly parent consultation evenings
- Written reports in the Spring and Summer terms
- Individual Education Plans
- Meetings to share current educational practice and expertise, e.g. Reading meetings, explanation of RWI etc
- Use of reading diaries to provide dialogue between home and school

- Use of fortnightly Home/School books to provide dialogue between home and school, to inform about termly Layered Targets, work to be covered and how parents can help their child with learning at home
- Informal discussions with staff

Formal Reports – the Spring term report is a detailed document that is designed to be a springboard for discussion during Parent/Teacher meetings while the Summer term report is more summative about the child's attainment across the whole academic year. Both reports will contain next steps/targets for the child's future learning.

Parents have the opportunity to make a written comment on the report and then attend Parent/Teacher meetings to discuss it in more detail.