

# Mount Primary School



## Assessment Policy

Written September 2018  
To be reviewed September 2019

Signed - \_\_\_\_\_  
(Headteacher)

Signed - \_\_\_\_\_  
(Chair of Governors)

# **Mount Primary School**

## **Assessment Policy**

### **Aims**

The assessment, recording and reporting policy of our school is based on a clear set of aims which reflect our educational philosophy and support the overall aims of the school, and which are expressed in terms of the intended educational outcomes.

#### **The assessment, recording and reporting policy will help pupils to:**

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development, to ensure mastery in their year of learning
- take responsibility for, and make informed judgements about, their future learning

#### **help teachers to:**

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning

#### **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' achievements to parents, governors and other responsible parties
- Inform school improvement planning to continuously strive for the best outcomes for pupils

### **Principles of Assessment**

Assessment is consistent:

- Judgements are formed accordingly to common principles
- The results are readily understandable
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. Measures of both progress and attainment are important for understanding school performance. Ongoing teacher-led assessment is a crucial part of effective teaching.

Effective assessment systems:

- Involve children in all aspects of assessment so that they understand how to improve and become independent learners
- Are built upon accurate and confident subject knowledge of age-related expectations and ways to evidence them
- Help drive improvement for pupils and teachers
- Are closely linked to improving the quality of teaching
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives

- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- To embrace and reflect academic, social, emotional, spiritual, cultural and moral development of children

## **Assessment**

Teachers' own formative assessments will be based on learning objectives and success criteria identified in their planning, and evaluation of lessons. In addition to informal methods of assessment used by teachers for continuous assessment in the context of their own classes, the following assessment tools will be used:

- Baseline Assessment - EYFSP
- EYFS Profile at end of Foundation Stage Development Matters tracking throughout Foundation Stage
- Wellcom screening in F1, F2 and Y1 if appropriate
- Phonic screening test in Year 1
- Statutory SATs tests in Year 2
- NFER Non-verbal in Y3 & Y5 Spring Term
- Statutory SATs tests in Year 6
- Spelling assessment in years 1-6 – curriculum spelling lists

## **EYFS**

EYFS assess on Target Tracker five times over the year, (baseline in October, December, February, April and June). There is ongoing formative assessment against the objectives through observation and challenges set. Assessments are based upon the individual's next steps in learning which informs the planning. The provision is layered to support planning and assessments. Parents are encouraged to contribute towards the children's learning through parent workshops, home learning and stay and play sessions. Further details can be found in our EYFS policy.

## **KS1/2 Formative Assessments**

### **English**

Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's every day writing, plus at least one piece of unaided writing each half term, to assess against Target Tracker steps. Target Tracker steps are used to ensure coverage and show next steps in learning across a range of writing. Termly staff meetings are used to moderate assessment of unaided work against the exemplar materials for writing and the school's agreed assessment criteria (non-negotiables) for each year group. Writing will also be moderated across the alliance schools.

Formative assessment in reading is to be recorded through weekly guided reading sessions, Big Questions during English sessions and other reading across the curriculum using the reading domains and Target Tracker statements. Gaps in learning will be identified and used to inform planning. Reading evidence is moderated across the alliance schools.

Speaking and listening will be assessed using the Target Tracker steps. This will be added each term.

## **Mathematics**

Formative assessment in mathematics is on-going and teachers use Target Tracker statements to show what children have achieved and identify gaps in learning. Maths jotters are used to show progress in mental maths and basic skills. Children's understanding is assessed daily against the learning in their maths journals and workbooks. This is based upon whether that learning is working towards expected, expected or above expected. This is an indication for the teacher to see where a child may need additionality to support and further their understanding.

## **Science**

Assessment in the sciences will focus on children and young people's knowledge and understanding of key scientific concepts in the living, material and physical world and investigative skills. In Key Stage 1 and 2, at the end of a unit of work, the teacher makes a summary judgement about the work and progress of each pupil. Class teachers will use Target Tracker to report termly progress and attainment.

## **Foundation Subjects**

Foundation stage subjects will be assessed each term based on whether a child is working towards expected, expected or above expected. Class teachers will use Target Tracker to report termly progress and attainment.

## **Physical Education**

P.E. is continually tracked and monitored over the term / half term. Each unit taught is assessed using Wirral tracking grids.

## **Reporting**

Reporting to parents will take place through Parents' Evenings in the autumn and spring terms, written reports in the summer term, and the opportunity to discuss the content of written reports at the end of the school year. End of year reports will inform parents if their child is working: significantly below ARE, beginning to work at ARE, working within ARE, securely at ARE, exceeding ARE.

## **Special Educational Needs**

Further assessments will be completed during the year in order to identify children with SEN. Many children may experience special needs at some time during their school life. The nature of these needs may be:

- short or long term
- applied to the very able or the low attainer
- academic, behavioural, social or health
- mixture of the above
- Parental partnership is vital if we are to ensure that these children's needs are met.

Further details may be found in our Special Needs Policy.

## **Tracking**

In maths, reading, writing, speaking and listening and science, half termly assessments will be recorded in our tracking system (Target Tracker) and progress monitored. Children not making sufficient progress and/or children not meeting ARE will be highlighted and appropriate intervention provided. Children are given a target for the end of the year based on prior attainment groups and teachers will monitor children's progress towards this through half termly pupil progress meetings.

## Appendix 1

### Assessment Guidance 2018/19

#### ARE and Progress Expectations

##### Progress

Expected progress over the year is 6 steps if a child is at ARE.

Children who are below ARE are required to make accelerated progress in order to close the gap. If they have not made sufficient progress to reach their target by the end of the year they will be highlighted on your data sheets to be focused upon the next half term.

All children receiving intervention should make accelerated progress.

Children will be set personalised targets based on their prior attainment and the support they are receiving. This may mean they are expected to make more than 6 steps progress if off track.

##### ARE

<u>Assessment Date</u>	<u>Expected Standard</u>	<u>Greater Depth</u>	<u>Notes</u>
12 <sup>th</sup> October	B	B+	Majority of children would have shown that they are able to access the new year's curriculum. Children with significant gaps must be assessed as the year below and gaps must be planned for. This would be baseline in F2.
14 <sup>th</sup> December	B+	W	Following a term's coverage, children are showing good understanding of objectives taught with some being able to apply to other contexts or reason more deeply about their learning.
15 <sup>th</sup> February	W	W+	Majority of English objectives should have been taught by this point so they can be retaught and applied over the next term.
3 <sup>rd</sup> May	W+	S	Children can be assessed as S, even if there are some coverage issues remaining. Use your judgement on the evidence you have.
5 <sup>th</sup> July	S	S+	Children should be assessed as secure when they are ready to access the year above's objectives. S+ indicates a deeper level of understanding.

##### **Highlighting Statements**

**Red** – Evidence that they can do part of the objective or the whole of the objective some of the time. This may include use of concrete resources in maths.

**Blue** – Evidence that they can do the whole objective consistently and independently. This can include pictorial or abstract methods in maths.

**Gold** – Evidence that they can apply the objective to range of contexts and explain their thinking.

The statements should be used as a planning tool and to help inform your assessments. Do not rely too heavily on the bar on Target Tracker, just use it to support your judgement. Remember that teacher judgement is sufficient if there is evidence in books to show a child's progress and current assessment level.