



Assessment Policy

Prepared by Emily Henderson December 2015

Version	Date	Reviewed by	Date of next review	Comments
1.0	December 2015			
1.1	April 2018	P&C Ctte	Summer 2019	Updated by J Payne pre Committee No amendments at P&C Ctte

At Kingslea Primary School, we endeavour to support all pupils in making good progress, raising confidence, self-esteem and independence in our pupils. We see assessment as central to this. To ensure a robust and rigorous approach to assessment, there are clear and consistent approaches to monitoring and tracking in order to ensure best outcomes for pupils.

At Kingslea, our assessment approach includes: formative ongoing teacher assessment through regular feedback (including marking), observations of pupils and teachers, termly summative assessments in core subjects (and including KS1 and KS2 National Curriculum tests), half termly writing assessments and weekly tests (E.g. spellings, mental maths etc). This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Policy.

Aims

The aims of the assessment policy are:

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against national standards.

Principles

At Kingslea, our approach to assessment is centred on our core principles.

- All assessment is robust, reliable and accurate in order to capture where pupils are in their learning and identify what specific steps are necessary to help pupils make progress and achieve their full potential.
- Assessment drives our school improvement, raising standards and quality of teaching and learning.
- Assessment should be used to give valuable feedback to pupils so that they can acknowledge their strengths and understand what they need to do next.
- Assessment should be coherent across the school, using one clear system (with judgments validated by internal moderation), which can demonstrate comparison against expected standards and reflect progress over time.
- Assessment is used to give reliable information to parents about how their child is performing and what they can do to help them achieve further.

Policy Statement

Assessment Systems

To track and monitor progress across the school, Target Tracker is the primary assessment tool used in the school, capturing teacher judgments and calculating a progress measure which can be used by all staff to monitor how well pupils are doing. A bespoke system for capturing summative test results is in place to ensure both systems are viewed side by side when analysing and reviewing assessments

EYFS

Assessment with the Early Years Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National

Expectations. Staff monitor pupils using Development Matters guidance, and stages of learning are recorded on a bespoke system at the end of every term.

The EYFS team uses Early Excellence Baseline Assessment materials to gain on-entry assessments for the cohort. The outcomes of these assessments are used to inform target setting for the end of reception and calculate the proportions of pupils on track to reach a Good Level of Development. This drives EYFS action planning, ensures planning meets the needs of all pupils and ensures that ongoing assessment accurately identifies how well pupils are doing given their starting points and the aims for the end of the year.

The Early Years team, alongside the DHT (Assessment Lead), analyse data termly and use their knowledge of pupils and target setting as a result of baseline testing to ensure pupils remain on track to reach their potential. Pupil Progress meetings with the EYFS team are used to identify intervention target groups in order to accelerate progress for some learners. Data is provided to parents and carers at the end of each year.

Formative Assessment (English and Mathematics)

On-going teacher assessment is central to pupils making good progress. In both English and mathematics, children work in core books, which are regularly marked by teaching staff. Clear feedback, both written and verbal, is given to help pupils understand their next steps. Feedback is specific and detailed, linking to the learning challenge set so children know how well they have done in their learning.

Teachers are required to update the school tracking system, Target Tracker, every half term. Staff use their knowledge of pupils alongside evidence seen in books, to highlight statements in learning and assess where a pupil is working against end of year, Age Related Expectations.

Staff are trained to use this assessment system to create and print reports which highlight steps of progress made by pupils and highlights where gaps in learning have occurred. Such information is used by teachers to adapt their planning and approach to the teaching cycle in order to meet the needs of all pupils and secure good pupil progress. Transition meetings at the end of the academic year enable staff to share information about every pupil with the next class teacher.

Summative Assessment

At Kingslea Primary School, we use tests in every year group, for Reading, GPS and Mathematics. These tests come from Rising Stars (GPS and maths), Twinkl (Reading) or previous National Curriculum tests. These tests are administered at the end of each term (with the exception of Y2 and Y6 who complete National Curriculum tests in the Summer Term).

The rationale for our use of summative tests is:

- To validate and quality assure ongoing teacher assessment.
- To prepare pupils for the formalised testing they experience at the end of KS1 and KS2
- To provide coherent and consistent evidence across the school of progress made by pupils.

Monitoring and Evaluation

Both ongoing teacher assessments and summative assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. Following assessment week, data is analysed in detail by the DHT/HT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support, whilst raising expectations and standards of the quality first teaching that pupils should experience. Lesson Observations use outcomes from pupil progress meetings to focus on these pupils and ensure that accelerated progress is being addressed within teaching.

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using the PIVATS document or the earlier assessment bands on the Target Tracker system. If appropriate, staff use tests from other year groups to support the summative assessment of pupils.

For pupils who receive specific programmes of intervention, baseline and exit assessments are completed in order for the school to monitor progress and the impact of the intervention on improving outcomes.

Setting

To meet the needs of learners, particularly in mathematics and phonics where prior understanding of concepts is essential in order to access the level of work being studied, pupils are streamed in some year groups. Pupils in Reception and KS1 are streamed in phonics. In upper KS2, pupils are streamed into 3 maths sets in each year group in order to receive a level of teaching which is appropriate to the level of the group. For more able pupils, maths teaching is targeted at a higher level of content, enabling these pupils to make accelerated progress in lessons that challenge them from the start.

Roles and Responsibilities

Governors:

- Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher:

- Lead Pupil Progress Meetings.
- Regularly analyse data, with support of leadership team, and provide data analysis reports to staff and governors.
- Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
- Use outcomes from data analysis to identify school improvement priorities and lead a programme of CPD which improves teaching and learning.

Subject leaders (Maths/English):

- Audit subject area to ensure standards are high and address any areas for improvements within the teaching of their subject across the school.
- English Leader to moderate writing judgements every term with teaching staff and offer programmes of support to raise standards in teaching where necessary.

Teaching Staff:

- Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all.
- Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants:

- Provide feedback to the teaching staff on progress and attainment of pupils.
- To provide regular written and verbal feedback to children to help them make progress.

Parents and Carers:

- Support children at home with homework to positively impact on progress.

Pupils:

- Complete all work to highest of standard in order to make good progress in school.

Appendix 1: Overview of assessment cycle

Formative

Summative

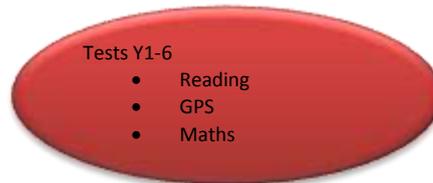
Monitoring

Autumn Term

Ongoing Teacher Assessment

Half Termly Target Tracker updates:

- Statements highlighted
- Steps assessed.

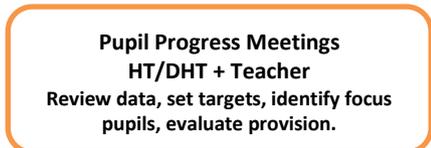
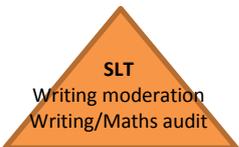
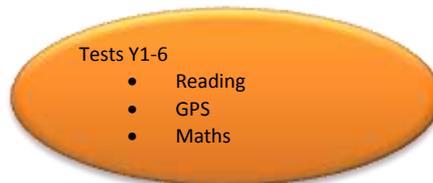


Spring Term

Ongoing Teacher Assessment

Half Termly Target Tracker updates:

- Statements highlighted
- Steps assessed.



Summer Term

Ongoing Teacher Assessment

Half Termly Target Tracker updates:

- Statements highlighted
- Steps assessed.

