



Colegrave Primary School

Assessment Policy

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

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Loving Learning,

Striving for Success,

Achieving Everyday



INTRODUCTION AND CONTEXT

At Colegrave Primary School, all pupils are continually assessed as they progress through the school. Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

AIMS OF ASSESSMENT

Colegrave Primary School recognises and encourages the following as characteristics of good practice:

Assessment which:

- promotes and supports learning
- informs teaching and future planning
- is both formative and summative
- recognises ALL pupils progress and achievement
- develops the capacity for self-assessment and peer assessment
- is manageable
- involves children at all stages and parents wherever possible.
- includes an effective marking policy which informs pupils on how to diminish the difference in achieving their next target and encourages them to respond to this.

In order to carry out this policy effectively, teachers will need to:

- collect and track necessary evidence of children's progress
- carry out conferencing with the children through class discussion, response to marking, children's comments in books and verbal feedback
- encourage children's peer and self-assessment
- consult with parents and carers when appropriate
- set individual targets for children's future learning

TYPES OF ASSESSMENT

Formative Assessment - Assessment FOR Learning (AfL)

At Colegrave Primary School there is a big emphasis on Assessment for Learning (AfL). This is the daily monitoring and feedback that happens in lessons and supports learning rather than judging achievement.

As a school we realise that AfL is a powerful way to raise pupils' achievement and accelerate progress.

Delivery

The following AfL Strategies are practised at our school to ensure that we create **independent** and **confident** learners who have **ownership** of their learning (*please see Appendix 1 for more Practical AfL Strategies*).

- **Learning Objective, Success Criteria and Key Vocabulary** - are shared with children during the lesson and referred to throughout it.
- **Partner Talk** – is encouraged before responding to questions. This allows children the opportunity to talk their ideas through. Teacher's use this to assess pupils understanding.
- **Mini-Plenaries**- are conducted during lessons to ensure that learners are on task and misconceptions are rectified. These can also be used to move the learning on.
- **Next Step Marking** – provides pupils with scaffolds or questions to move learning on.
- **Target Sheets** – are used in Writing and Maths. These help pupils identify personalised next steps.

Summative Assessment is Assessment of Learning and takes place over a period of time.

Arrangements for Early Years Foundation Stage (EYFS)

The Early Years Curriculum is based on seven areas of learning of which three are “prime areas,” and four “specific areas.”

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In the seven areas of learning there are 17 early learning goals which set out the knowledge, skills and understanding that the children should have at the end of the academic year when they turn 5. Further details are provided in our Early Years Foundation Stage Policy, available on our website.

On Entry Assessment

On entry assessment is carried out within two weeks of a child entering Reception.

Assessments made on children’s development against the early learning goals are based on practitioners’ evidence of children’s behaviour observed independently and consistently in their adult focussed and self-initiated activities across all areas of learning and development.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. This can be gathered through a variety of methods:

- Observations
- Photographs
- Examples of children’s work
- Parental contribution
- Through discussion with the children

Evidence is collated and contributed to the child’s individual English, Maths and Topic book, which is a record of the children’s progress over the academic year in all areas of learning and development of the EYFS framework.

EYFS Tracking

Once a term, summative assessment is made of each child against the objectives found in Development Matters (profile); this is then recorded onto Target Tracker (a computerised tracking system).

Each child’s level of development is assessed against the 17 early learning goals across the different age bands. By the end of the year, the profile indicates whether a child has met the expected level of development, or if they are exceeding the expected level, or have not yet reached the expected level (‘emerging’). A child has reached a Good Level of Development (GLD) if they have achieved expected or exceeding in the early learning goals in all Prime areas as well as Literacy and Maths.

As well as tracking a child’s ability across the 7 Areas of Learning and Development, the characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) are tracked and shared with parents and also Year 1 teachers to aid transition

Year 1 to 6

- Target sheets in writing and maths are highlighted at the end of each unit (usually every two weeks). Teachers count the number of objectives a pupil has achieved and use this to place them onto the appropriate step within a band. This informs the teacher and the pupil of their next steps and gaps in learning.
- Foundation subjects are tracked at the end of each unit. Objectives that have been met and those that children are still working towards are identified and planning is adapted accordingly.
- Teachers record speaking and listening, writing, reading, maths and science data onto Target Tracker (computerised tracking system) every term.
- Tests for Reading and Maths are completed three times a year in Autumn, Spring and Summer term and these tests provide children and teachers with information about areas of strength and next steps needed for development and target setting.
- Year 1 national phonic screening takes place in June
- Year 2 children practice SATs tests during the Spring term and complete the end of key stage 1 SATs tests by the beginning of the Summer term. These are summative tests in which children's achievement are compared with children throughout the country.

Additional assessments for Year 6

- Children complete the statutory end of Year 6 tests for 11 year olds (SATs) in the summer term.
- Practice SATs tests take place each term to prepare children for SATs.
- Evidence of children's writing is collected across the curriculum and teachers use the assessment focuses to make judgements.

Special Educational Needs

Pupils with Special Educational Needs (SEN) are assessed using P-Scales or Progression scales set by the government. On-going assessment occurs using B-squared, the steps highlighted are translated into P-scale levels every term and inputted onto Target Tracker.

TARGET SETTING

Pupil targets help children understand the next step of their learning. They define in detail what needs to be achieved to attain the step within a band. The target booklets for writing and maths are updated after each unit; these identify any gaps a child has in their learning and the teacher uses this information to inform planning in order to diminish the gap in their learning. Targets are also set through next step marking, where teachers provide pupils with clear questions to challenge and extend their learning.

Pupils are involved in the target setting process by using the success criteria as an assessment tool and children identify criteria they have not quite mastered. Also after each unit, children are provided with an opportunity to discuss their gaps in learning with their teacher.

The Head teacher and Deputy Head teacher will set annual targets for achievement, which will be shared with the Governing Body and the LA. These targets will take into consideration SEN, EAL and the mobility of children.

FEEDBACK TO PUPILS

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed Marking Policy: this enables us to mark consistently and help the children identify the areas they need to improve. For further details, please see our Marking Policy.

EQUAL ACCESS AND OUTCOMES

All children require their learning to be assessed and there needs to be an opportunity for them to contribute to their own assessment by making judgements about their own performance and what

INTERVENTION

The summative assessments inform the teacher which groups of children require intervention. Intervention groups are identified post Pupil Progress Meeting. These intervention strategies will be ongoing for a term before they are reviewed to assess their impact.

REPORTING PROGRESS

At Colegrave Primary School we believe that frequent, informal communication between home and school is the best way to ensure that we fulfil the aims of this policy and work together for the benefit of the children. We also believe that it is important to have a regular, more formal cycle of communication in the form of reports and parents' evenings.

Parents will be given reports on their child's attainment and progress in the following ways:

- Parents Evening every term
- Informal meetings with parents to inform them about achievements or concerns as necessary
- An in-depth report to provide information on subjects and topics covered in school, as well as sharing the child's progress on the areas mentioned above (*see Appendix 2 for Summer Term Report template*)

APPENDIX 1 – Practical AfL Strategies

1. No Hands Up: Rule for everything in the classroom
2. A, B, C, D etc cards or True and False cards for quick recall and review of a lesson
3. Thumbs up, thumbs down: For quick voting and to indicate progress so far in a lesson
4. Student review: Students lead the review of the lesson, by summarising or asking questions
5. Success Criteria: Teacher or student created to ensure that all learners know what they need to do to achieve/progress during the lessons/activity etc
6. Closed Q and Open Q: Both valid depending on what you are doing and whether you wish for discussion or a quick review
7. Discussion Q: Posing a question to stimulate higher thinking, can have multiple choice answers for students to choose or discuss from
8. Questioning: POSE, PAUSE, POUNCE, BOUNCE
9. Visualiser prompts: Look at work as a whole class and identify areas of excellence or improvement
9. Fruit machine/lolly pop sticks/ipod app: Random generation of asking students questions
10. Questioning: Asking the same question about the class, asking the student to explain more or asking another student what they thought of an answer
11. Wait time: Allow the student to think – pace here is not needed!
12. Mini whiteboards: A Quick way for quizzes, recall and reviews to see who understands and who does not
13. 4 corners: ABCD move to a corner for a multiple choice question and in the group discuss why you have chosen that answer
14. Peer coaching: In small groups (about 3), pupils discuss their work and outcomes. Pupils gain a better understanding of their strengths and areas of development thus informing self-assessment.
15. PACE: Does not equal speed, sometimes slowing things down works just as well
16. Hinge Questions; a question which can change how the lesson might progress
17. Mistakes/errors: Ask children to identify their mistakes and explain what went wrong

APPENDIX 2 –Summer Term Template

Name:				Attendance:	Punctuality:
Class:					
	Attainment	Progress	Effort	Comment	
Reading				Target:	
Writing				Target:	
Maths				Target:	
Science				Target:	
Foundation Subjects:					
General Comment: Attitude/Friendship/Integration in class					
Signed: _____				Miss X	
Date:					