

Lealholm Primary School

ASSESSMENT POLICY

Rationale

Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined National criteria.

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning.

Aims

Through assessment we aim to:

- celebrate individual strengths and achievements but not to confirm failure
- identify needs and set targets for future learning
- provide information for parents, governors, the LA, future schools, outside agencies and anyone else who supports the child's learning
- provide a differentiated curriculum to meet the individual needs of all children within our school
- comply with statutory requirements

Types of assessment:

Formative: This is the ongoing 'assessment for learning' which is happening all the time in the classroom. It involves teachers, support staff and pupils in a process of continual reflection and review about progress and has a direct impact on teaching and learning.

Summative: This is the 'assessment of learning' carried out using SATs or QCA optional tests at the end of a key stage or year. Summative assessments help teachers make best fit judgements year on year which are recorded in the school's tracking system.

Diagnostic: This is used to identify children's strengths and weaknesses in order to help them progress.

Summative Assessment in each Key Stage

Foundation Stage

In Foundation the children are assessed on entry using the school's baseline. Throughout this stage staff assess children's progress using the Foundation Profile and record this through photographs, long observations, samples of work and jottings which are kept in individual 'Year Books'. These are also shared with parents. Staff meet at least once a term to review progress and input data into the LA's 'On track' system. The foundation profile is completed at the end of the year and results are fed into the school's tracking.

Key Stage One

- In Years 1 and 2 writing is assessed each term and levelled using Suffolk grids.
- Support staff use the Salford Reading test during the Autumn and Summer terms to track progress.
- The KS1 Test Base is used alongside informal assessments to provide information on children's progress in mathematics.
- Science is assessed using the LA's 'On going assessment grids' based on National Curriculum Level Descriptors.
- Statutory end of keystone assessments are carried out by staff and reported on.

Key Stage Two

- Optional QCA Tests are used at the end of Y3/4/5 in English and Mathematics
- Writing is assessed in Autumn/Spring term and levelled using Suffolk Grids
- Mathematics is assessed in the Spring Term
- Science is assessed using the LA's 'On going assessment grids' based on National Curriculum Level Descriptors.
- Children working significantly below age-related expectations are assessed termly in focus areas
- Statutory end of Key Stage tests are carried out (and reported to parents, LA and future school).

Formative Assessment throughout the school

In addition to summative assessment, formative assessment takes place on a daily basis.

Learning Objectives

- Staff share with the children an explicit learning objective at the beginning of each lesson.

Success Criteria

- A clear set of success criteria is identified with the children
- This is used by the children to evaluate their work.

Effective Questioning

- In order for staff to assess children's understanding effective questioning is vital.
- A range of questions, including open questions, need to be used and children need to be given 'thinking time' before putting their hand up.

Effective Feedback

- Effective feedback should always be constructive and positive.
- Feedback needs to link back to the learning objective of the task and needs to lead to improvement.
- It can be offered in a variety of ways, e.g. teacher to child, group to group or child to child.
- Feedback can be written or oral, as appropriate to the age of the child.
- Time must be planned for children to make suggested improvements.

Record keeping

Teachers use records to review children's progress, set appropriate targets, plan future learning and support report writing.

Records are kept in many ways, including:

- teacher's planning
- children's work
- teachers mark books
- records of achievement
- checklists
- numeracy key objectives

Pupil tracking

It is our policy to track the progress of children from Foundation stage through to the end of KS2 using the LA's Tracking System. Teaching staff monitor progress through the 'pinks and greys' to identify individuals/groups who would benefit from extra support or challenge.

Target setting

Statutory Targets for end of Key Stage 2 are agreed with Governors and reviewed termly with the School Improvement Partner.

Whole school layered targets in numeracy/literacy are based on an agreed area for improvement. These are translated into group and individual targets and are set and reviewed with the children each term.

Moderation

The process of moderation is a key element in the assessment process and takes place in the following ways:

- with colleagues in school
- with colleagues in our cluster
- through LA training
- by using QCA and SATs exemplification materials

Reporting

Parents are invited into school each term to discuss the progress of their child and a written report is sent home at the end of the summer term. End of Key Stage results are sent to the LA.