

Lynch Hill School Primary Academy Assessment Policy

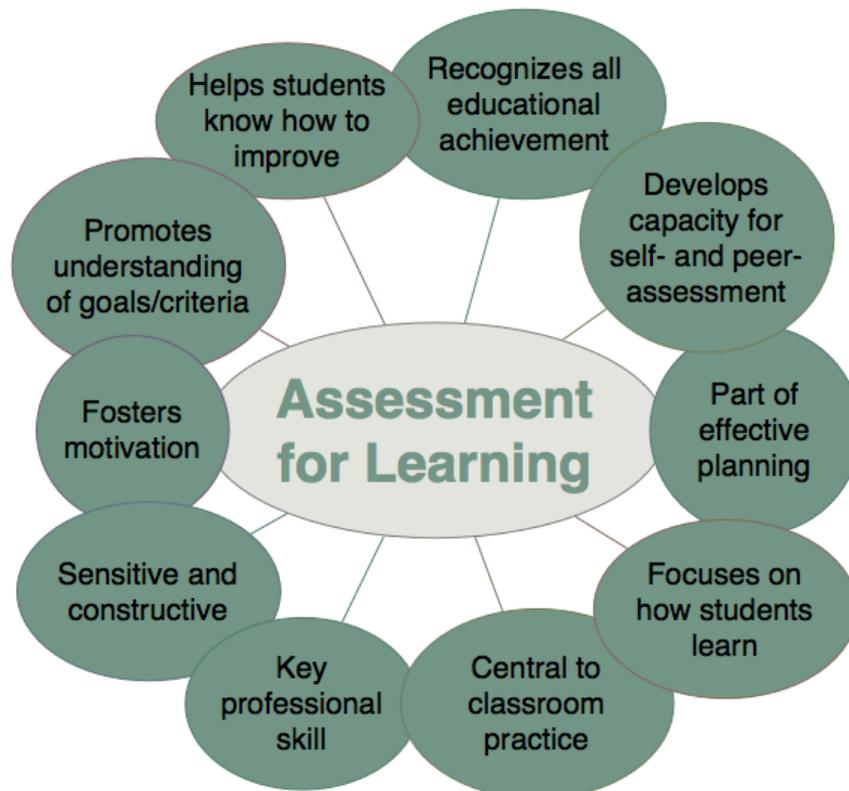


Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at Parent's evenings in the Autumn and Spring term and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school. As a school we have decided to continue using levels beyond the implementation of the new Primary Curriculum for we believe levels offer greater transparency and a clear pathway for progression.



Purpose:

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their work.

- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the Senior staff with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Responsibilities

Head of school

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Classroom Monitor and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

Deputy & Assistant Headteachers

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To lead pupil progress meetings

Year Leaders

- To lead pupil progress meetings
- To have a clear and detailed understanding of what the assessment information means about their year group
- To utilise assessment information to inform them of the effectiveness of practice within their year group and to use this information to raise standards.

Subject Leaders

- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify key objectives to be assessed.
- To set individual targets for pupils and to know exactly how well the pupils in their class/groups are performing
- To carry out ongoing formative assessment in accordance with this policy.
- To regularly update Classroom Monitor for their pupils
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the pupils are aware of their targets and that a copy of APP target sheets is attached to English and Maths books in KS1 and 2 and is updated regularly and discussed with the children
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator and G&T co-ordinator are carried out for pupils with S.E.N and those who are identified as G&T and that I.E.P.s and GTEPs are maintained and regularly reviewed in accordance with the school's policies.

Pupils

- Pupils have a responsibility to know their own targets and to work towards achieving them.
- With the support of the teacher they should learn how to review their own work and that of others and identify strengths and areas for improvement.

Principles

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

Process



Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives and success criteria each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria, providing children with next steps
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using assessment grids like the Criterion Scale or analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning

Summative Assessments

Assessments of pupils' levels are carried out on a half-termly basis (except in Nursery where it is carried out on a termly basis to ensure that it is manageable) in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- The Foundation Stage Profile is utilised to assess pupils in Reception
- In KS1 and 2, National Curriculum and optional assessments are carried out in reading, writing and maths. A range of assessment methods are utilised as specified by the Maths and English subject leaders
- Class teachers ensure that assessment information is recorded on Classroom Monitor regularly and that senior staff can download ISP grids on a half termly basis.

Each term Year leaders work with their year group teachers to create a report on pupil attainment and progress. This report includes identification of pupils who are not making sufficient progress and must therefore be rigorously targeted for intervention and monitored in the term ahead. These reports are shared with the Governors in Working groups.

Data Analysis

- The Head of School utilises the class teacher reports and the assessment data on Classroom Monitor to carry out an analysis of the data each half term. This information is utilised to inform the :-
 - Pupil Progress meeting discussions,
 - School Self Evaluation,

- Termly report to Governors,
- School Development Plan

Pupil Progress Meetings

- These are held on a half-termly basis and are attended by the class teachers, Year Leader and a senior leader as follows:-
- Prior to the meeting the Head of School meets with the relevant Year leader to go through the data report and to discuss areas to focus on within the meeting.
- The focus of the pupil progress meetings is:-
 - to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the headteacher
 - Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

End of Year Assessments

As a school we have decided, for the foreseeable future, to continue using sub-levels for our own record keeping purposes as we believe that it offers us a clear path of progression for our teachers to follow and clear targets can be set for the pupils.

Parental reports will now indicate how well each pupil is attaining compared to national expectations. Parents will not receive a national curriculum level for their child but rather, they will be informed as to whether their child is:

- Below age expected level
- At age expected level
- Exceeding age expected level

As a staff we will be aiming to exceed the nationally recognised APS for each year group as shown below:

Reception	6 scale points
Yr 1	9 points
Yr 2	15 points
Yr 3	18 points
Yr 4	21 points
Yr 5	24 points
Yr 6	27+ points

- Assessment data is reported annually to the Local Authority/DFE at the end of:-
 - Reception
 - Year 1 (Phonics Screening Test)
 - Year 2
 - Year 6

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on Classroom Monitor

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation with other schools is encouraged in order to ensure consistency and against national standards.

Monitoring and evaluation

- The senior staff will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English, Maths and Science subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process. They will provide thorough feedback for staff to aid progress.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the high school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement