

Tolleshunt D'Arcy St. Nicholas C of E (VA) Primary School



Assessment Policy

Adopted: 2019

Next review: 2020/2021

PURPOSE OF THE POLICY

To provide clear guidelines on assessment matters for parents/carers, pupils, staff and other stakeholders.

Our approach to assessment

Assessment is an integral part to high quality teaching and learning. It helps us to ensure that teaching is appropriately differentiated and that learners are making the expected or greater than expected progress.

All staff are regularly trained in our approach to assessment and a senior leader who is responsible for overseeing assessment.

Assessment criteria are derived from the National Curriculum.

Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. In addition, teachers participate in compulsory moderation in EYFS each year and moderation in KS1 and KS2 in accordance with the moderation guidelines as outlined by the DfE.

There are regular and varied assessments carried out across the curriculum. The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Assessment in the Early Years

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- Assessment is based primarily on the practitioner's knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events.
- Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.
- Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations.
- An effective assessment presents a holistic view of a child's learning and development.
- Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

On entry to school, the teacher and Learning support assistant carry out a baseline assessment of all children within the first 4 weeks.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Tolleshunt D'Arcy St Nicholas C of E Primary School creates individual Learning Journeys to record these observations. Data is updated each half term by the teacher.

At the end of the EYFS, children are assessed as 'emerging, expected or exceeding' against the 17 Early Learning Goals, in addition to the characteristics of effective learning. Teachers should judge whether the description within the ELG best fits the child's learning and development, taking into account their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. Practitioners should look at the whole of each ELG description when making this summative judgement

The teacher is either internally moderated or participates in a local moderation between other schools to ensure consistency and accuracy of assessments and final judgements.

Assessment in KS1 and KS2

Tracking Data

Data is recorded using the schools data system. Teachers use the National Curriculum Statements to identify whether children are working within, secure or working at greater depth or have not yet begun in each specific statement for each of the core subjects: reading, writing and maths.

Once the statements have been assessed, Teachers use this information to identify which band the child is working in and whether they are beginning, working within or secure in the band. Gap analysis from this allows teachers to plan accurately for pupil progress.

To ensure that data collection is accurate, teachers update the system on a regular basis; during and at the end of each unit of work. At the end of each half term, teachers are required to discuss the data collection in pupil progress meetings and held accountable for the progress of children in their class.

During this time, vulnerable children and children who are not making progress are identified, and specific targets and interventions are set for the following half term for these individuals or groups of children so they can make more rapid progress. It is recognised where pupils have made good progress.

Reading assessment

In Year One, it is compulsory for children to take the Phonic Screen Test in June. The children are prepared for this through daily phonics sessions with full coverage of the phase 3-phase 5 sounds to be tested. Teachers use daily phonics sessions to assess, plan and deliver phonics appropriate to children's phonic skills and needs. The Phonic Screen test is administered in school by the class teacher. If children do not pass the test in Year One, they re-sit the test in Year Two. For consistency, the same teacher will deliver the test to both the Year One and any Year Two children who are to re-sit the test.

In years 1-6, the Accelerated Reader Program is used to support assessment as well as optional SATs papers.

Interim Teacher Assessment Framework (ITAF)

In years 2 and 6, each child should have ITAF statements in reading, writing and maths books.

This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1/ key stage 2 curriculum. It is not intended to be used to track progress throughout the key stage.

Assessment for Learning (AFL)

AFL is a part of the teaching process on a daily basis. During planned inputs, teachers and Learning Support Assistants should use a range of AFL strategies to identify individuals who have understood, need further modelling or require support within the lesson to ensure that children are then provided with the correct level of support, or engage with an appropriate differentiated activity to consolidate their learning during the lesson. As part of the AFL process, teachers and Learning Support Assistants will support and guide pupils to assess their own and peers progress to make their own choices about an appropriate level of challenge with which they then engage; over time, children should become increasingly more confident and accurate in choosing the correct level of challenge to help them progress. Outside of the lesson, teachers will use AFL to identify any changes in the following days planning and adapt lessons according to the learning needs within the class.

Communication with parents

The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation and interim report. Parents and pupils receive information on their child's progress and gaps in their learning, as well as any barriers to the learning and indications of what can be done to support their progress.

In the summer term, parents receive an end of year written report documenting the achievement and progress of their child across all subjects. In years 2 and 6 the written report will also include results from Standardised Assessments.