

# **Radipole Primary School Assessment Policy**

## **Principles and Aims**

Through effective assessment we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- ensure all pupils make rapid and sustained progress, regardless of background or ability
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

## **Rational**

Assessment lies at the heart of the process of promoting pupils' learning. It provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupils' continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

## **Three Kinds of Assessment**

### **Day-to-day in-school formative assessment**

#### **Purpose**

This helps pupils measure their own knowledge and understanding; enables them to realise their efforts are valued and provides them with an insight into which areas improvement is needed.

This links directly to the teachers' day-to-day teaching. Planning should be adapted based on a teacher professional judgement as to whether a child needs to be supported or stretched with their learning. Effective regular assessment of a child's needs, should lead to effective planning, which should result in effective teaching and learning.

#### **What we do**

- Purposeful marking of pupils' work
- Question and answer during class
- One-to-one in-class discussions with pupils
- Observational assessment
- Regular re-caps of previous work
- Self-assessment
- Edit and improve/second look work
- Objective Grid on Pupil Tracker

### **In-school summative assessment**

#### **Purpose**

This allows pupils to measure what they have achieved over time and (with the support of a teacher) set themselves targets.

This allows for pupils' progress to be routinely tracked. While a teacher's day-to-day assessment will ensure that pupils are all learning at a level suitable for them, tracking allows for progress to be monitored and for interventions to be put in place where needed.

#### **What we do**

- Make a judgement about where a pupil is working in relation to national expectations once a term
  - working below (ARE-6),
  - working towards (ARE-3)

- working at (ARE)
- working above (ARE+3)
- working well above (ARE+6)
- Reviews for pupils with SEN, disabilities
- Reviews for Pupil Premium and LAC
- In and out of school moderation
- End of year exams – Rising Stars
- Cognitive Ability Tests Year 4

## **Nationally standardised summative assessment**

### Purpose

This allows for teachers to understand the national expectations. It enables the school to be compared to other schools, gaining an understanding of how the pupils are doing on a national scale. The data from national test contributes to the School Development Plan and this allows the leadership team to address the schools strengths and weaknesses.

### What we do

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessment at the end of Key Stage 1
- Phonics Screening Test

## **How do we measure progress?**

A maximum of ten pupils from each class are assessed against the key objectives in the Objective Grid on Pupil Tracker. These ten pupils include all the Pupil Premium, services and SEND. Pupils are also taken from a range of abilities based on a five point scale that relates to the national expectation.

The Objective Grid on Pupil Tracker is used to track these ten pupils. These ten pupils are in groups with pupils of similar abilities who are tracked alongside them. The assessments made in relation to a pupil's progress will inform the judgement for overall attainment.

Objectives for the English and Maths planning are taken directly from Pupil Tracker and the pupils are assessed against the objectives on the planning and other skills they may demonstrate in the classroom. If a pupil has participated in a lesson where the objective was met once, it is NOT to be assumed that the pupil has achieved the objective. A pupil must be applying the skills independently to have achieved an objective.

The Assessment Coordinator monitors the progress of each class by looking at the percentage of each class who are working towards, mostly achieved and achieved for each key objective in maths, reading and writing. The Assessment Coordinator regularly checks the objectives achieved on the Objective Grid against the pupils through informal one-to-one discussions and questions.

## **How do we measure attainment against national expectations?**

Attainment is measured on a five point scale which corresponds to Fischer Family Trust. The five point scale relates to where a child is working in relation to the National Expectations for their year group:

- Working below
- Working towards
- Working at
- Working above
- Working well above

Each term the teacher will judge all of the pupils' attainment in their class in relation to national expectations using the ten pupils they have closely tracked as a benchmark.

## **How is it moderated?**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- with colleagues in school
- with colleagues from other schools within the Chesil Partnership
- by attending LA led sessions to ensure our judgements are in line with other schools
- by using SATs exemplification materials
- book scrutiny by Assessment Co-ordinator and Phase Leaders
- work scrutiny by subject co-ordinators
- talking to pupils

Book scrutiny is routinely undertaken by the Assessment Coordinator and Phase Leaders. The Marking Policy is referred to and each teacher is given constructive feedback based on the marking seen. Areas of the School Development Plan are taken into consideration for the book scrutiny as are areas of weakness addressed in previous book scrutiny.

Pupil Tracker is used to indicate at what levels individuals have met objectives. Informal one-to-one pupil discussions are carried out by the Assessment Coordinator to ensure the objectives achieved on Pupil Tracker are accurate and up to date.

### **Assessment in the Foundation Stage**

On entry to the school pupils will be assessed using Early Excellence Baseline assessment. Baseline data is gathered so that pupils' progress can be tracked throughout their school life. Informal and targeted observations are used to inform planning, set targets and aid early identification of special needs. Learning will be continually assessed by a range of adults, including parents, to ensure that the next steps are appropriately planned in order to help pupils make progress.

During their reception year pupils will be assessed using the EYFS framework, working towards achieving the early learning goals. Progress is tracked using teachers' and other adults' "on going" observations and assessments in the seven areas of learning. Each pupil's typical developments and achievements are recorded on the Profile towards the end of the academic year. These are reported to parents, alongside progress within the characteristics of learning.

### **Monitoring and Evaluation**

Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

### **Governors**

The Assessment Coordinator works with the SLT to analyse the data with reference to county and national tables. A report is shared with Governors and informs the School Development Plan.

### **Equality**

'This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out'

### **Safeguarding of Pupils**

We will endeavour to safeguard pupils and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of, and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know and involving pupils and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing' dealing appropriately with allegations/ concerns about staff or volunteers, in accordance with Government guidance