



# St Margaret's C of E Primary School

*Independent Learners for Life*

## Assessment Policy

2015-16

*This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. This Policy should also be read in conjunction with the schools Teaching and Learning and Marking Policy and Performance Management Policy. It has been updated in light of the 'Final report of the Commission on Assessment without Levels.'*

The Assessment Policy will be maintained, evaluated and updated by the Senior Leader responsible and reviewed by all staff and governors. Review date: Sept 2016

## Beliefs and Values

In line with our school vision we, at St Margaret's C of E Primary School, aspire to provide an outstanding education for all our learners. All pupils will grow and learn together, and will be suitably challenged and guided, so that they realise their full potential and become confident, independent young people.

## Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making better than expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement. At St Margaret's, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approach to assessment. We have a senior leader who is responsible for assessment.

## Aims and Objectives

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Other aims include:

- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to broaden and deepen their understanding.
- To provide information for planning, teaching and curriculum development, as well as part of our SEND monitoring, interventions and individual learning programmes.
- To ensure that assessment is used to inform curriculum provision, this will be evaluated on a regular basis.
- To gather information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels
- To inform parents/carers of their children's progress at Parent Consultations in the Autumn and Spring Terms and through the Annual Report in July
- To ensure that efficient assessment and recording are key parts of St Margaret's performance management policy, in line with the Teachers Standards.
- To let teachers, parents/carers and governors know about the schools strategic planning towards becoming an outstanding school.

## Forms of assessment

- **In-School Formative Assessment (Assessment for Learning AfL)** is pivotal and underpins St Margaret's approach to Teaching and Learning. It is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions. Staff use Learning Objectives, effective marking (**Tickled Pink** / **Green for Growth**) and **peer** and **self-assessment** to engage pupils in their own learning journey and to inform them of their next steps. Assessment opportunities are identified on planning. Marking is in line with the Marking Policy and will identify successes and areas for improvements (**Tickled Pink** / **Green for Growth**). Fix it Times are important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps.

Teachers use a range of approaches by which to assess pupils, for example: question and answer sessions, partner or group work, talking partners, observations, listening to pupil's discussion, etc.

We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.

- **In-School Summative Assessment (Assessment for Accountability AfA)** methods are used to take snapshots of learning to support teacher assessment. The EExBA Baseline assessment is implemented in EYFS YRR. Standardised mathematics assessments (PUMA) and reading assessments (PIRA) are used in Yr1-6 at the end of the Autumn, Spring and Summer terms. Sandwell assessments are used as a diagnostic tool to help identify mathematical needs and provide targeted support.
- **Nationally Standardised Summative Assessment (Assessment for Accountability AfA)** are used following NCA guidance.

### **How assessment outcomes will be collected and used (KS1/2)**

The achievement of each pupil is assessed against all the relevant criteria at the end of each half term. Each pupil is assessed as either 'beginning', 'working within' or 'secure' for each relevant criterion contained in our expectations for that year and tracked accordingly.

Assessment judgements are recorded on Target Tracker and backed by a body of evidence created using observations, records of work and standardised testing, which is updated by the end of each half term. This information is used to form discussions in Pupil Progress Meetings.

For those pupils meeting the 'working within' and 'secure' standards, we provide more challenging work to broaden and deepen their understanding.

We also use the outcomes of assessment to check and support our teaching standards and help us improve.

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and class.

Teachers use this data to plan the learning

For every pupil to ensure they meet or exceed expectations, Pupil Progress meetings are held half termly between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

The information from assessment is communicated to parents/carers and pupils on a termly basis through a structured conversation and/or report.

Whole school/locality moderation and standardisation is undertaken regularly. The school is subject to external moderation at any time.

Governors have access to anonymised Pupil Assessment Reports from Target Tracker to support and challenge the schools progress.

### **Pupil Progress Meetings**

Each half term, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the Class Teacher and Headteacher/Assistant HeadTeacher at the Pupil Progress Meeting. Discussions and results will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards achieving Performance Management objectives.

## **Roles and Responsibilities**

The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the SLT, overseen by the Governing Body.

1. It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning. They will update Target Tracker regularly and complete Pupil Progress Data which will be in preparation of Pupil Progress Meetings.
2. Curriculum Teams have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
3. Governors are responsible for holding the school to account in terms of achievement, attainment and progress.
4. Teaching Assistants will provide feedback to the teachers on progress and attainment of pupils.
5. Parents and Carers are responsible for supporting children at home with homework to positively impact on progress.
6. Pupils are responsible for completing all work to the highest of standards in order to make good progress in school.



## **Pupil Progress Meeting Proforma** **Autumn 1 2015-16**

*It is the expectation that 85% of children achieve age related expectations in 2015- 2016 – in line with the government target of Year 6 pupils being 85% ready for secondary education.*

**Year Group:**

**Class:**

**Teacher:**

**Children who are exceeding target** (please highlight Pupil Premium Children)

**What is being done to challenge these children further?**

**Children who are below target** (please highlight Pupil Premium Children)

**What is being done to address these issues for each child? E.g. intervention other strategies etc**

**What is being done to support the learning of Pupil Premium children?**

**What has gone well this half term?**

N/A

**What has been the impact of intervention in terms of accelerating progress?**

N/A

**What changes are you putting into place this half term?**

N/A

**Signed (Class Teacher):**

**Signed (Reviewer):**