



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Assessment

Date of Policy: April 2020

Member of Staff responsible: Mrs Lynne Gerver

Review date: April 2022

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

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Assessment Policy

INTRODUCTION

As of September 2014, the DFE have removed assessing with levels for learners in primary schools. Schools are encouraged to create their own non-levels based system.

INCLUSION STATEMENT

Assessment has a vital role to play at Mickleover Primary School as it informs teaching and learning. In our school we use the information acquired through assessment to provide a broad and balanced curriculum that meets the needs of all individuals and groups of pupils. Teachers use the information gained through the use of a range of assessment strategies to modify and adapt the programmes of study, where appropriate in order to develop an inclusive curriculum. This is done in the following ways, each of which will be explained through the policy document:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This document sets out to explain the place of assessment in the curriculum at school, and the procedures agreed in order to ensure that assessment takes place. The document is for the information of all staff, governors and parents. It will be reviewed as guidance is received from the Department for Education, Qualifications It will also be reviewed through the ongoing process of school self-review linked to the Ofsted framework. Monitoring of assessment practice and procedure within the school will be used to inform the school development plan. Amendments will be discussed with all teaching staff.

Assessment is an integral part of the teaching and learning process. The policy should be read and used in conjunction with our subject policies. Assessment and the implementation of the Assessment Policy are the responsibility of all teachers. Parents, governors, teaching assistants along with some external agencies may all be involved in the outcomes of assessment.

PRINCIPLES AND PURPOSES

Assessment informs teaching and learning. At Mickleover Primary School we recognise that there are different forms of assessment:

- formative or assessment for learning, based on the day to day assessments of children's attainment;
- summative or assessment of learning, which includes end of year or the statutory assessments made at the end of a key stage;
- diagnostic, used to provide specific information relating to children's strengths and weaknesses.

We often use formative assessment (assessment for learning) in making decisions about children's learning. These assessments are very important and should be recorded on short-term planning to serve as a record, and to inform future planning for the class, groups, or individual children.

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In addition some planned activities will be used to assess children in order to:

- plan the way forward
- monitor progress
- diagnose or identify particular needs which might include SEN (Special Educational Needs)
- involve children in setting targets for learning

We need to know how children are progressing through the Foundation Stage curriculum and in all National Curriculum subjects. We recognise that this does not encompass all learning and that we will need to monitor some children in other areas of school life, such as personal, social development and behaviour. Records enable such information to be passed on to other teachers and used.

At regular intervals, and particularly at the end of the key stage, information will be collected into a summative record. In Years 1, 3, 4 & 5, this will come in the form of a test which informs teacher assessment. In Year 6 this will be the statutory end of key stage tests, whilst in Year 2, the statutory end of key stage tests inform the teacher assessment. For all children this will be used to inform annual reports to parents. At the end of the key stage, teachers will make a judgement on the National Curriculum level attained.

In Foundation Stage, the children undergo an informal 'baseline assessment' within the first few weeks of school. This helps to inform progress during the Reception year. At the end of the Foundation Stage, a Foundation Stage Profile will be produced. This is the responsibility of the Foundation Stage teachers. In Year 1, all pupils take a 'phonics check'. This is reported to parents at the end of the year as their child having 'met' or 'not met' the required standard. If a pupil does not meet the standard, they must re-take the phonics check again at the end of Year 2.

The long and medium term plans show how the Foundation Stage Curriculum and National Curriculum is covered over a time span. This matches the curriculum offered, to the needs of the children in the school, taking into consideration the programmes of study, schemes of work, time available and any planned thematic work. This ensures that opportunities are not missed for the assessment of those areas not regularly covered. Short-term plans show specific learning objectives for each activity for each group and recognise the range of needs and abilities within the class. Our day to day assessments are made against these learning objectives.

Occasionally, an activity may be structured in order to provide an accurate picture of a child's knowledge, skills and understanding. It is expected that the information thus gained will be used to plan the next step in teaching and learning. Assessments are important and some may usefully be written down in order to serve as a record and to inform planning for the class, groups, or individual children, this may be in the form of a 'marking' comment (feedback).

Throughout Key Stage 1 and 2, there is ongoing assessment and recording of this on maths, reading and writing grids. This is wholly based on teacher assessment and work completed by the children in class. All pupils have a writing folder comprising of the 'cold, warm and hot' pieces of writing which form the basis of our writing assessment.

Records enable assessment information to be passed on to other teachers.



THE ROLE OF THE CO-ORDINATOR

In our school we recognise that everyone has responsibilities in relation to assessment. However, we have a member of staff (at present the Headteacher) who has overall responsibility for assessment, recording and reporting.

The Co-ordinator is responsible for the following:-

- Updating the Assessment Policy;
- Planning and organising meetings where all staff can agree common objectives and discuss the development and implementation of the assessment policy;
- Ensuring curriculum coordinators monitor assessment through looking at teachers planning, records, reports, marking and samples of children's work.
- To organise meetings to agree criteria for giving feedback and to moderate work;
- Liaison with subject co-ordinators to ensure consistency in both teaching and assessment;
- Liaison with colleagues in all key stages to ensure continuity and consistency;
- Ensuring that statutory requirements are met including the administration of FSP and end of key stage assessments;
- Keeping up-to-date with local and national developments relating to assessment;
- Ensuring curriculum coordinators analyse statutory and optional tests results to identify strengths and weaknesses and plan future work to close the gap between what children know and what they need to know.
- To update the Governing body on any developments and or changes in assessment policy and practice.
- To fulfil any other assessment related requirements agreed within school.

WORKING ARRANGEMENTS

LEGAL REQUIREMENTS

- The co-ordinator draws the attention of staff to current statutory requirements for assessment and ensures that the relevant teachers attend statutory training.
- The school fulfils all legal requirements for assessment as outlined in the current Assessment and Reporting Arrangements to which all staff have access. We aim to go beyond this to emphasise good practice in the use of assessment for learning.
- By analysing our test/ task results.
- Teachers analyse our scripts as appropriate to identify strengths and areas for development.
- To inform our planning and thus to raise attainment.

PROGRESSION

It is an expectation that every child will progress through the equivalent of 1 stage, from their starting point, in Reading, Writing and Maths across an academic year. (working towards, working at, working above)

Wherever possible children are involved in discussion of their progress and if appropriate this can be recorded in the child's book. Every term, they meet on a one to one basis with their class teacher to discuss their writing progress. They are encouraged to have ownership of their own work and are involved in setting realistic targets in negotiation with the teacher.

'O' Track, tracks the progress of all pupils and groups within the school. A child will be assessed each term using one of the codes and the year group:

- Working towards age related expectations for that point in the year (WT)

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- Working at age related expectations for that point in the year (EX)
- Working above age related expectations for that point in the year (GD)

CLASSROOM MANAGEMENT

In our school we use the whole range of assessment strategies to make judgements about the attainment of all children. Short term planning will indicate the groups who are the focus for assessment by the teacher and any other adults and the strategy used.

We make the purpose of the learning explicit to pupils by providing a context and by sharing success criteria. We recognise that assessment is integral to teaching and learning. Staff hold regular meetings to evaluate assessment practice and to ensure consistency.

MARKING

At Mickleover Primary School, we believe that effective marking is an essential part of the learning process and should involve children wherever possible. It is a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the aim to further children's learning.

We believe that 3 principles underpin effective marking: it should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers at MPS are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not always mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The focus of marking should be on the quality of feedback and not the quantity. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress enabling pupils to become reflective learners and helping them to close the gap between their current and desired performance. Feedback delivered closest to the point of learning is most effective. Teachers are encouraged to give feedback in a variety of ways. Effective feedback includes:

- **Verbal feedback**

The most effective form of feedback is verbal feedback given at the point of learning – oral feedback is most powerful and has maximum impact when pointing out success and improvement needs against the learning objective / success criteria

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- **Self- assessment / Peer assessment**
Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning (eg traffic lighting work). Children are expected to evaluate the work of their peers positively and provide suggestions for improvement– Be Kind, Be Specific and Be Helpful
- **Written feedback** – comments , if needed, should reflect the learning objective / success criteria for the lesson/child’s own individual target.

Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning. Marking must be sensitive to pupil needs and must not obliterate pupil’s work. Stickers, stamps, team points, certificates may be used to motivate and denote recognition of effort, application and achievement. Marking should also comment on presentation, if poor.

(Ref: Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group March 2016)

DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS

(Please refer to SEND policy/ Inclusion policy)

In our school, the SENCO ensures that there is a consistent approach across the school to the setting and review of individual provision plan targets.

Work is differentiated to meet the needs of pupils and to ensure an appropriate degree of challenge. Differentiation may be by outcome, by resources provided, by the level of support given, or by objective.

EVIDENCE

For individual children significant pieces of work will be retained for as long as they are felt to be useful. Children’s exercise books are also useful sources of evidence with marking comments pointing the way to future development.

Planning documents also provide evidence of assessments made. In addition, the teacher comments in individual records are used as evidence of progress made.

RECORD KEEPING

We recognise that schools are required to keep annually updated records of their pupil’s achievements and abilities. This requirement aims to ensure that teachers and others have access to up-to-date information about the progress that individual pupils are making. It has been a statutory requirement since May 2000 that when a child moves from one key stage to another, or changes school mid- key stage, a statutory transfer form must be completed and sent with all educational records within 15 school days along with a copy of the child’s last annual report to parents. We follow statutory requirements for transfer of information to other schools whenever a child leaves.



We update our records on a regular basis as they inform our planning teaching and learning. This may be done by the class teacher or by appropriate support staff. In our school, records are updated termly or at the end of a unit work. For the Foundation Stage, staff make use of the Early Learning Goals document to record significant progress in learning and this evidence informs the Foundation Stage Profile.

REPORTING

Reports to parents may be written and / or verbal. Reporting takes place -

- Informally at any time
- 10 minute parent interview in the Autumn and Spring Terms During parent interviews, relevant assessment materials will be available and discussed.
- Annual report in the Summer Term

Annual reports are in line with national recommendations. They are written by the class teacher (and/or teacher responsible for teaching a particular subject) and provide formative information as well as test results. Comments will relate to what the child has learned, not to what has been taught. They should be written without jargon, to inform parents of progress made, strengths, weaknesses or any areas of concern, which may be expressed as a target. It will inform parents as to how their child is performing in relation to their potential, past achievements, to the rest of the class and to national standards.

- At the end of the Autumn and Spring terms, short progress reports are sent to parents.

Statutory reporting to parents of end of key stage assessments

End of key stage 1

Pupils are teacher assessed at the end of key stage 1; however, this must take into account statutory SATs tests as well as work completed in class.

At the end of key stage 1, the following will be reported:

In reading, writing and maths a child will be assessed as one of the following statements:

- Working towards the expected standard
- At the expected standard
- At greater depth within the expected standard

In science, a child will be assessed as having met or not met the required standard.

There is no longer a speaking and listening judgement.

End of key stage 2

In reading and maths, a child will be assessed as having met or not met the required standard.

These test papers are marked by external examiners.

In writing, a pupil will be teacher assessed against one of the following statements:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the required standard
- A category for those pupils still not yet working towards the expected standard.

REVIEW

The policy will be updated every 2 years or as legislation and guidance changes and in line with the school's ongoing self-review. The co-ordinator will update the governing body on assessment policy and practice, as appropriate.