



Lindale CE Primary School

Assessment Policy

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in **October 2016**.

Next review date: **October 2017**

Why assess?

Children's progress is closely monitored at Lindale in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Assessment at Lindale

Staff at Lindale have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Nursery Learning Journeys

Staff will informally monitor development and keep detailed records in the form of a learning journal. This information is shared with families and other providers eg Pre-School. Teachers make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most nursery children are working within the 30-50 month stage. These are kept on a Foundation stage tracker.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document. In our small school much parent discussion is done informally at the beginning or end of the school day.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of year report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve the expected level at Year 2 and at the end of Year 6.

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Children

in all year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on internal tracking systems; Big Write tracker, Broadbent Maths tracker, Book band trackers, High frequency words and Phonic stages trackers. Most assessment information will be collected through observations, information in books, marking and pupil self-assessment. We also use termly summative assessments in the form of standardised tests to measure progress and to see whether children have retained learning and can apply it out of context. We use Hodder PIRA test for assessing Reading and also the CLPE reading scale which is used to inform next steps in reading. Headstart is used for assessing Maths. In addition we test the word lists for each year group. An assessment of each child's writing is made half-termly using new Ros Wilson Writing scales. Assessment information will be used to inform planning and to identify children who may need extra support.

At the end of the Autumn, Spring and Summer terms, teachers use all these sources of information to make a summative judgement of the children's attainment in relation to the expectations for the year group.

- Working below age group expectations
- Working towards 1 – is beginning to acquire knowledge and understanding of Year group objectives
- Working towards 2 – has acquired knowledge and understanding of over half Year group objectives
- Expected- has solid knowledge and understanding of Year group objectives leading to mastery.
- Mastery with greater depth -exhibits skill spontaneously and with confidence and can apply to complex problem solving

A summative whole school tracker will be produced each term for English reading, English writing and maths. This will be based upon the mastery statements for each subject. Judgements will be made based on information from the summative assessments, assessment feedback from the children and teachers, observations and work contained in books. The tracking document will contribute to Pupil Progress meeting discussions and toward accountability data.

Foundation subjects are also tracked so that teachers know which children need greater challenge and areas where support is needed. Chris Quigley essentials is used to track progress in foundation subjects, ensuring progression in mixed age classes.

Parent meetings

Parent consultation evenings take place in the autumn and spring terms.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. There will also be a separate information sheet giving detailed information about attainment against year group expectations and attendance data.

Inclusion

Lindale is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. If additional support is needed with a learning objective, this is often followed up in the afternoon or support staff are used to deliver intervention programmes eg precision teaching. We use Individual Education plans, where appropriate, which are reviewed with the child and parents termly. Regular pupil progress meetings with teachers and the head teacher mean that we quickly identify children who we have concerns about for any reason.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy