



SHANKLEA PRIMARY SCHOOL

Assessment Policy

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Shanklea Primary School Assessment Policy

Introduction

At Shanklea Primary School, we believe that assessment is an integral part of the teaching and learning process. By knowing where the child is at, we can move them forward to the next stages of their learning, thus raising and sustaining standards. The cycle of planning, teaching and assessing to inform the next planning cycle is central to best practice. High expectations and a challenging learning environment lead to success for the whole school community.

In addition, we aim to meet individual needs through careful scrutiny of work and detailed planning. By analysing trends in data we can set targets, which in turn, can be used to inform teaching.

Purpose of assessment

The key purposes of assessment are

- to provide effective feedback to pupils to allow them to move forward in their learning
- to raise pupil performance by actively involving and informing them in assessment
- to monitor and evaluate planning and make changes when required
- to provide diagnose of issues that may need development
- to motivate the children towards achieving high standards
- to provide information from statutory tests
- to provide information from teacher assessments
- to provide information for parents

Assessment can assist the teacher in a number of ways:

- Checking where the pupils are starting from
- Checking the class has learned what was planned
- Checking if planning will need adapting the next time a unit of work is delivered
- Checking pupils are making expected progress against national expectations
- Identifying children who are not making expected progress to allow interventions to be put in place
- Identifying children who are mastering the curriculum and may need to be extended
- Checking pupils are applying their skills, knowledge and understanding across the curriculum.

The Head teacher, Governors, other teachers and subject leaders will know:

- Are the pupils making the expected progress across the primary age range
- Are there any trends in the data that might indicate problems
- If the pupil's progress in line with the school's targets
- How Shanklea compares with other similar schools in the area and nationally
- Which aspects of the curriculum are performing well and what can be learnt from this
- Which aspects of the curriculum and teaching need to be strengthened or modified.

The parents / carers will know:

- If their child making progress in relation to national expectations
- If there are any issues that need to be addressed
- How their child is progressing compared with others of the same age
- What help they may be able to provide to support the child's learning.

The LA/ Ofsted /Government will know:

- How is the school and LA progressing against their targets
- What is the impact of the school improvement plan
- What is the attainment, in terms of National Curriculum levels, average points and teacher assessment at the end of Key Stage 1 and Key Stage 2
- What is the attainment, in terms of National Curriculum expectation as outlined in the new Nation Curriculum
- How does the school compare with other similar schools in the area and nationally.

Different types of assessment - Formative and summative

Shirley Clarke (2001) *"If we think of our children as plants....summative assessment of the plants is the process of simply measuring them. The measurement of the plants may be interesting to compare and analyse, but, in themselves they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding & watering the plants – directly affecting their growth."*

Summative assessment takes place after the teaching & learning.

Formative assessment provides an ongoing picture describing how well teaching and learning is progressing. It involves ongoing assessment, based on how well children fulfill learning objectives, the provision of feedback & the participation of children in the improvement of their learning. Formative assessment is part of Assessment for Learning (AFL), which is a key feature of assessment at Shanklea.

Shared Learning objectives and Steps to Success

Sharing Learning Objectives and Steps to Success at the beginning of lessons is a key feature in clarifying to the children what they are learning and why it is important.

Steps to Success can

- Help each pupil focus on the purpose of the lesson
- Encourage pupil involvement in their learning
- Provide a clear teaching focus for the teacher
- Helps to develop a culture of learning in school
- Assist with a plenary or later reflection about the learning that has taken place
- Help self-evaluation and reflection by the children to become a more important part of learning.

Marking ladders

These are a key feature in the children's books and assist both children and staff in a number of ways:

- To help assess and record pupil progress.
- To provide the teacher with a series of reminders in the form of a checklist.
- To develop an awareness in the pupils of what they are learning about.
- Provide pupils with next steps.
- Provide self-assessment opportunity for the children.
- To allow staff to collect accurate moderated data that can be used as part of the formative assessment process.

Feedback and targets

This is one of the most powerful tools for improving children's learning. It can take many forms; oral, written, personal, group or class. Whatever form it takes, all children should have regular, detailed feedback on their work from their teacher, with reflective time allowed to discuss or edit work based on the feedback.

At Shanklea Primary School, we mark written work using supportive and constructive comments alongside clear developmental targets for the children to act upon. Work is marked in line with a clear school policy on Marking.

The children are informed about the way their work is marked and posters are in each room to remind them of the symbols staff add to their work. Staff will always endeavor to have work from one session marked ready for the next lesson.

School Target Setting

Targets are set by the Government, by the Local Authority and by the Head teacher with the Governors. Attainment at the end of each Key Stage is compared to other schools nationally and locally. Data, such as Raise-online & Fischer Family Trust, compare the "value added" by the school, compared to similar types of schools nationally.

Data recording

School data will be tracked and monitored by staff using the online Primary Target Tracker system. This will be updated each half-term and synchronized with SIMS on a regular basis. Staff will have access to this at school and on their work laptop at home.

The Primary Target Tracker will allow staff to record progress in steps towards expected progress as well as allowing them to record the expectation the children have met.

The data and reports generated will be used to monitor the progress of individuals, classes, year groups and other groups of identified children in school, such as Pupil Premium and SEN.

The data generated will also be used at pupil progress meetings, where each class will be discussed with the teacher to identify children making good progress and those who may be making less progress. Where progress is less than expected, suitable interventions will be planned.

Reporting to parents

It is important that parents are given a clear picture of the progress their child is making. It is always best to be honest and indicate how their child is progressing against personal targets, other children their age and as compared to national statistics. A number of opportunities arise where this can be reported:

- “Meet the Teacher” sessions are held early in the autumn term to inform parents about areas of study and events for the year.
- Parents are given information about SAT tests in years 6 at parents’ evenings early in the spring and how their child is progressing towards these.
- Information on teacher assessment test results for Years 2 and 6 are reported to parents with written reports.
- Parents are invited to meet with class teachers twice a year for oral feedback on their child’s progress. Targets and pupil progress should be shared with parents. Pupils and parents should have a clear understanding of what they need to do to improve, not just a target level.
- A formal written report is sent to parents at the end of the summer term which will include assessment data. Parents are given the opportunity to discuss this report by appointment.

Special Needs

Using data collected and teacher experience, children should be identified as early as possible and discussed with other members of the year team and SLT at progress meeting. Where appropriate the SENCO should be involved. Staff must be vigilant for children who begin to fall behind at any stage of their school life and be ready to respond to their needs.

Pupils’ needs should be met through use of IEPs, differentiated work and appropriate intervention groups should they be deemed necessary. After close monitoring, if the child needs further support, consideration of the next steps to take should be discussed with the SENCO. Outside agencies may need to be considered.

Gifted and Talented

As with Special Needs children, gifted and talented children should be identified as early as possible and suitable programmes of work made available to them through differentiated planning & referred to the Inclusion Manager.