



## Assessment Policy

### Introduction

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strengths and weaknesses at an individual, group, class and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling a clear understanding of the performance of the school.

### The purpose of assessment

We assess so that:

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

### Our Approach to Assessment

At Elliott Park School, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class

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- Observing children at work and intervening where appropriate
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Completion of core subject tracking grids
- End of term progress assessments, including tests where appropriate.
- SEN reviews of progress towards targets

**Summative assessment** may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to guide school improvement. Examples of summative assessment are:

- End of unit assessments
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Independent pieces of writing (Big Write)
- Annual reviews for children with an EHCP
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- KS1 assessments (including optional assessments for other year groups).
- KS2 assessments (including optional assessments for other year groups).

#### **How assessment outcomes are collected and used**

Children in Nursery and Reception will be assessed against the Prime and Specific areas of Learning in the EYFS profile, using the Development Matters guidance to support an understanding of the progress made and next steps. Children are also assessed relating to the 'Characteristics of Effective Learning' which look more closely at the children's attributes and attitudes to learning. Assessments will be based on observation of daily activities and events.

At the end of Reception, teachers will judge, for each Early Learning Goal, whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

Early Years practitioners track progress against the ages and stages of development towards the achievement of the Early Learning Goals. This is updated termly and moderated.

In September 2015, a new assessment tracking system was introduced for KS1 and KS2, replacing previously used levels. As before, and as outlined above, assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children.

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For Reading, Writing, Maths and Science, curriculum objective statements relating to the curriculum for their year are used by children and teachers to track progress. This data is updated regularly with progress in Maths, Reading and Writing being tracked as follows. Pupils working at an **emerging** level are awarded 1 point for each statement. A child who is at the **expected** level will be awarded 2 points. Any children working at a level **exceeding** the expected level will be awarded 3 points for that statement. The total points a child has accumulated is noted at the end of each term and used to complete a tracking grid for each class. As this is continually updated, the progress each child makes can be analysed.

Once collated, the data for each class is discussed between the Assessment Coordinator and the class teacher, as well as being discussed in depth at Pupil Progress Meetings. Children requiring additional support can therefore be highlighted and referred to the SENCO accordingly. Tracking is shared across the whole staff with suggestions made to support progress for each individual child.

Please see Assessment Flowcharts for EY and KS1/2 as a guide.

### **Reporting to parents**

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring parent consultation sessions. Children in the Nursery receive an end of year report detailing their progress in relation to the Prime Areas of Learning and the 'Characteristics of Effective Learning'. At the end of Reception, parents will receive a copy of the child's EYFS Profile with an end of year report providing information relating to the Prime and Specific Areas of Learning. For children in KS1 and KS2, parents receive copies of their child's tracking for Reading, Writing, Maths and Science at the end of terms 2, 4 and 6 as well as end of year reports in the summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.

### **Feedback to pupils**

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Use of the core subject tracking grids supports the involvement of pupils in tracking their own progress, particularly in KS2. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback given can be verbal or written. For information about feedback please see the 'Policy for Providing Effective Feedback'.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Assessment Coordinator. Parents will be issued with a hard copy of this policy on request. This policy will also be made available via the school website.

The Assessment Coordinator will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to assess children.