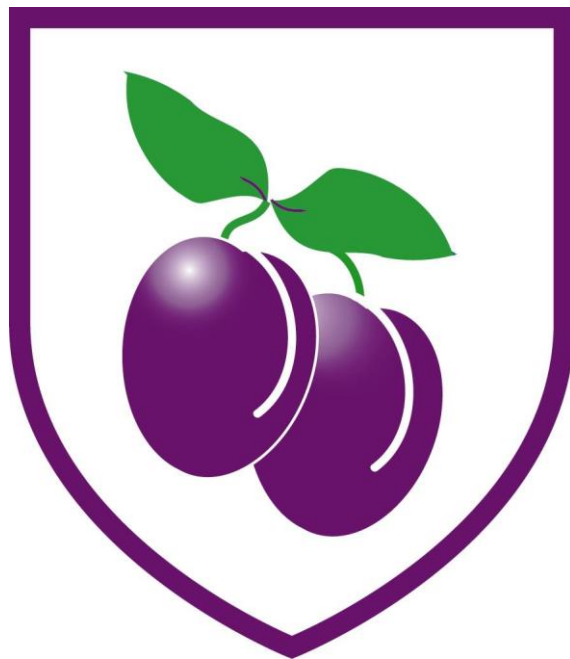


Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



Assessment Policy

July 2020

At Plumcroft School, our Assessment Policy is underpinned by our belief and confidence that the whole school community can improve and achieve success. We use a variety of both summative and formative on-going assessment processes to inform our teaching and learning - assessment forms a vital part of this triangulation.

***When reading this policy, please also refer to the Marking and Feedback, Teaching and Learning and Inclusion Policies.**

Aims of Assessment, Record Keeping and Reporting at Plumcroft School

We aim to:

- make assessment an integral part to our teaching and learning process
- make assessment manageable and easily understood by staff
- make learning intentions and learning outcomes clear to our children
- enable our children to demonstrate and celebrate what they know understand and can do
- raise our children's self-esteem and belief in themselves as learners
- involve children and their parents in self-evaluation against learning intentions through consistent marking to the school Marking and Feedback Policy and conferencing with individual children to set small step targets
- provide regular information for parents enabling them to support their child's learning in the form of twice-yearly parent meetings (October and March), an evaluative report in the summer term (July) and by being available for informal meetings when required
- provide relevant data to pass on to next class teacher and/or next school (specific arrangements are made for handover of information about pupils on the SEN register)
- provide data for the school and governors for review and reflection when analysing school performance, effectiveness and the development the School Improvement Plan
- avoid stereotypical judgements of any class, gender, ability, disability or ethnic group
- monitor and ensure consistency throughout each phase of the school

At Plumcroft, we believe accurate assessment is a key element to our teaching and the children's learning because:

- our assessment provides children and teachers with direction as well as a goal
- assessment of any kind should ultimately improve learning - not just measure attainment or progress

Effective on-going assessment in all subjects (AFL) provides:

- information to improve our teaching and learning; informing our future planning and enabling us to meet the individual needs of our children (opportunities to identify children who require additional support - in the form of targeted intervention and those who require further challenge - Gifted and Talented) and to target our support so that all pupils make progress
- information to Phase Leaders and SLT, enabling them to resource and support teaching in certain curriculum areas as areas for development emerge

Assessment is carried out during and after lessons (Marking and Feedback Policy - EYFS monitoring and tracking), weekly (by annotating plans and informing subsequent planning) and half termly (in the form of STAR assessments, writing assessment in Target Tracker and half-termly Topic reviews).

Statutory Assessments in phonics, reading, writing, maths, grammar and science are completed at designated times throughout the year and are overseen by Phase Leaders and SLT.

Teachers are accountable for the progress of all children in their class.

In our classroom assessment practice, we will:

- make assessment an ongoing process throughout the year and throughout every unit of work and every lesson
- use a range of assessment strategies ... observation, open-ended questions, focussed questioning, marking, testing, peer assessment, self-assessment
- plan for assessment; alternative assessments are sought for children with specific learning difficulties such as dyslexia
- use assessments to inform future planning for individuals, groups or class
- involve teaching assistants in ongoing AFL so that they can adapt support and questioning where necessary
- use assessments to track pupil progress and set challenging targets
- give feedback to pupils in ways that are positive and make ways of improvement clear, carrying out conferencing to involve pupils in their own individual target setting.
- involve pupils in the assessment of their own performance through sharing
- learning intentions, clear feedback about performance and training pupils to
- analyse our own performance
- prepare and support pupils for formal assessments
- maintain agreed common records of achievement
- keep parents informed of their child's progress and performance

- Formal and informal observations and assessments of each pupil's achievements, interests and learning styles are made and recorded by teaching and support staff
- Observations are recorded on ipads using the programme Target Tracker. Children in reception also have a 'My First Book' - containing examples of planned maths and literacy work. Work samples are annotated
- Progress towards the Early Learning Goals using Development Matters are recorded half termly
- The EYFS Phase Leader reviews the data half-termly to ensure that all children are making good or better progress. Actions are put in place for those who are not. Written analysis of data happens at the end of every term
- Pupil progress meetings with the Phase Leader and other members of SLT happen termly
- Regular moderation meetings are held with the EYFS team - to ensure all assessments are accurate
- Internal moderation of the ELG judgements happens before judgements are submitted to the borough
- Specific activities for individuals, small groups or the class are set up to evaluate pupil performance
- Individual achievements are valued
- Guidance and support is given to extend pupils learning
- Observations and assessment are used to plan for different learning styles of individuals or groups of pupils
- Pupil observation and performance is passed from Nursery to Reception and from Reception to Year 1
- Baseline Assessment happens through practical activities and observation in their first half term in reception and nursery - with first data drop being at the end of the first half term
- Evidence of children's learning is kept as a record of each child's development and progress; evidence includes observations - what the children are learning, how they are learning, children's voice and photographs of significant achievements
- Parents are kept informed regularly, both informally and formally, of pupil performance, achievements and relevant targets, and advice is given on how to help pupils at home
- Parents are asked to contribute to their children's record of learning by writing 'wow cards' on their children's achievements at home. These are then used in conjunction with schools records to gain a full picture of the individual child
- Children are assessed individually in phonics at the end of every half term. Assessments then inform the phonics set that they will be for the following half term. These groups are fluid in accordance to the child's ability.

Assessments and Record Keeping in Key Stage 1 and 2

- Half-termly formal assessments periods for reading, writing and maths during the academic year using Renaissance Learning and Target Tracker

- Half-termly informal assessments on units of work covered in topic units (these assessments are in the form of those 'who have not yet met', 'have met' and 'have exceeded' age-related expectations). These are monitored by Phase Leaders and relevant staff members with curriculum responsibilities
- Use children's books, teachers' observations, summative assessment results and the National Curriculum Statements to inform teacher assessments each half term. Regularly assess work in conjunction with the Marking and Feedback Policy*
- KS1 - Year One - Read Write Inc half-termly phonics assessment, early literacy/STAR reading and own Maths assessment/STAR maths are used for those children who can access it. Year Two will also have Read Write Inc assessments half-termly
- Progress meetings take place termly so that teachers and SLT can raise any concerns and discuss ideas with the phase leader and class teachers
- Regular moderation meetings will take place within phases to ensure consistency with regard to the content of lessons, progress made and outcomes by pupils
- Comply with Borough and National Assessments (Year 4 multiplication tests, SATs and Phonics Screening)
- In July and again in September, teachers discuss their new class with the previous teacher and pass on all relevant assessments and these will have been moderated by SLT. SLT and Phase Leaders will use these assessments to plan interventions for Autumn term onwards.

Arrangements for Monitoring and Supporting this Policy:

The Headteacher and SLT have overall responsibility for Record Keeping and assessment and will monitor:

- teachers' assessment practice through classroom observations linked to Performance Management Targets and analysis of class data
- interventions put in place to support and extend all pupils to reach their full potential
- teachers' end of year reports through sharing the reading of reports with SLT before they are given to parents

Phase leaders will monitor:

- teachers' assessment practice through classroom observations, drop-ins, sampling of work, analysis of class data and inset meetings
- teachers' planning and informal lesson assessments
- emerging needs linked to the triangulation of planning, teaching and assessment within their phase and, with SLT support, plan INSET and interventions to support teaching teams