

Leasowe Primary School



Assessment Policy

Approved by:

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Introduction

This Policy outlines the purpose, nature and management of assessment at Leasowe Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Leasowe and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Leasowe Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has also been delegated to the Deputy Headteacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Leasowe to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work and knowledge are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their learning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It allows Leasowe Primary School teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include, the use of pertinent questioning, use of Whole Class Feedback Sheets and observational assessment. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

In-School Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher meetings and enables them to support their child's learning. In writing, teachers plan for extended writes at appropriate times in the term which can be linked to other curriculum areas. In maths, teachers use NFER assessment resources alongside other bespoke assessment material, such as White Rose Assessments, to provide evidence of achievement against the curriculum objectives. In reading, teachers shared reading sessions, Accelerated Reader and Little Wandle assessments to record progress and achievements against the national curriculum objectives.

Summative assessment tests are carried out during the year. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Nationally Standardised Summative Assessment Early Years

A baseline assessment is made during the first term.

Year 1 Phonics Screening Test.

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard

From Year 1 Summer term, the pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 – questions
- Mathematics Paper 1 – arithmetic • Mathematics Paper 2 – reasoning These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Year 4 Multiplication Tables Check

This check is administered internally. These results are then reported to the local authority and to parents.

National Key Stage Two Teacher Assessments.

At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

Curriculum assessments (SATs)

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. In reading, writing and maths data drops are completed 3 times per academic year and recorded on Insight Tracker. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of assessments have taken place.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. Leasowe also works with colleagues in our cluster to

ensure that our judgements are accurate and consistent. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Leasowe ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core subjects. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. SATs results for children in year 6 are reported to parents at the end of the academic year. Pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Pupils in Year 4 will receive a notification to inform them of their child's score in the Multiplication Times Table Check.

Parents of children in the EYFS class receive a report based on the Early Learning Goals.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concern