

Darley Primary School: Policy for Assessment

Policy completed: June 2009

Co-ordinator responsible: Mr Nick Coates

Date of next review: July 2016, January 2017

How this Policy was Developed

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

School Context

Darley Primary School has around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community.

Rationale

We aim to create a manageable and effective system for assessing and recording the pupils' attainment and progress, in order to set appropriate & precise learning objectives and activities to ensure that all children have the opportunity to achieve their potential.

Assessment and its recording must always be useful and an integral part of teaching and learning.

Purpose

Assessment is an integral part of teaching & learning and as a rule is carried out during usual planned activities and as such serves several purposes:

- Formative assessment: day-to-day assessment that informs curriculum planning and is used in mapping out the next steps in children's learning.
- Diagnostic assessment: to provide a detailed picture of children's strengths & weaknesses.
- Summative assessment : to provide a picture in time of a child's development.
- Shared assessment - where possible teachers and staff will assess alongside the pupils discussing their work in detail and pointing out where improvements can be made. Worked marked in this way will be marked with 'VF' as well as a comment to show that the pupil received 'Verbal Feedback'. Children are encouraged to reflect on the teacher's comments and are given the opportunity to improve their work following marking (see Marking and Feedback policy)

Aims

It is our intention that the assessment procedures at Darley School will:

- provide clear information about prior attainment as a sound basis for future curriculum planning to ensure high standards of teaching and pupil attainment and progress.
- to identify strengths and areas for improvement in teaching, planning and pupil attainment and progress
- track the progress of individual pupils or groups of pupils;
- identify patterns over time in pupil attainment where there are small steps in developing pupils' knowledge, understanding and skills, clearly identified in planning;
- confirm end of year and statutory end-of-key-stage teacher assessments;
- provide information to set individual and group targets for improvement;
- provide information for parent/teacher discussions about pupils' progress;

1. Teachers

Teachers' knowledge will need to be at the level of **individual pupils, small pupil groups and year groups.**

Teachers need to know:

- whether each pupil has learnt what has been taught;
- who needs additional help or extension work;
- who is making better or worse progress than expected;
- whether all pupils, including those with IEPs are making appropriate progress, reaching appropriate levels of attainment in relation to their ability and prior learning and are meeting their learning targets;
- whether they need to refine any aspects of their planning and teaching.

2. Headteacher, Subject Leaders, Governors

The scale of knowledge is wider, focusing on **groups of pupils** and the **school as a whole** in order to monitor and evaluate the quality of education and make decisions which ensure a high quality of education for all pupils.

The above parties need to know:

- whether different groups of pupils are making appropriate progress in relation to their ability;
- whether there are any major successes or shortcomings in attainment;

- whether the school is on track to achieve its pupil attainment and curriculum targets;
- how pupil attainment in the school compares with other similar schools;
- which aspects of the curriculum - its planning and teaching - need to be strengthened.

3. Parents and Pupils

Parents and pupils will need information primarily **only about the individual child's** progress and attainment. Information will also be provided to set attainment **within a national and LEA context**, related to age expectations.

Parents and pupils need to know:

- whether the individual child is making appropriate progress;
- whether the individual child is showing any major strengths or weaknesses;
- how their child is performing in relation to children of the same age;
- what parents can do to help.

Three Levels of Assessment and Recording

1. Formative Assessment and Recording

Formative & short term assessment should reflect the extent to which pupils are achieving the objectives set out in the short term planning. Much of the assessment here from ongoing observations and professional judgements by the teacher, will not be recorded. Some annotation of lesson plans will be helpful especially if a pupil or group of pupils need to return to a concept or significantly exceed the objectives for a lesson. The level of detail of such notes should be appropriate for the pupil(s) and the teacher concerned.

- This will be used primarily by the class teacher and also by any support staff to plan and modify the next steps of learning and to set learning targets.
- The records will relate to short term learning objectives in weekly lesson planning.
- The information will be largely unrecorded. Pupils' work and any records of marks will show progress. Some additional evidence may be recorded where significant.
- Such records of additional evidence will be in a format useful to the individual teacher and may be on the weekly planning sheets, in a pupil notebook/file, as comments on a pupil's work or in an evaluation box on medium term planning sheets. Where appropriate, observations may be recorded on individual summary sheet.
- Such records will be retained only as long as is useful for planning new work and for a maximum of a school year.

2. Medium Term Assessment and Recording

Schemes of work will contain clear learning objectives with integral key assessment activities, often resulting in written/drawn work. Effective marking (using the clouds and ladders system) of these pieces of work against the specific objectives will provide a record and feedback to the teacher, pupil and parents. Progress can be reviewed by looking through work over a year and by spot checks and records. Day to day teaching and planning at the short and medium terms can then be adjusted accordingly.

This information will be used primarily by the class teacher, support staff and SENCO to adjust day to day teaching, track progress and to set individual & group targets. Pupils and parents will use the information, through the teacher, to review progress.

- The records will relate to significant progress, or lack of progress, against key learning objectives, identified in schemes of work and medium term plans for the National Curriculum and RE. Assessments will also relate to IEPs where appropriate.
- There is no requirement to record all information. Significant assessments against learning objectives will be recorded, with some additional individual pupil information recorded where necessary to exemplify attainment especially where it is above or below expectations.
- Information will be recorded on Medium Term Plans, Individual Assessment Sheets, Science Skills Sheets & Mathematics Key Objective Sheets.
- Children with IEPs will have some additional assessment record on their IEP sheets, to be completed at the specified review meetings.
- Records on Medium Term Plans will be retained until the pupils move to their next stage of learning. Individual Assessment Sheets, Science Skills Records & Mathematics Key Objective Sheets will be passed on throughout school as a clear record, in context, of tracking children's progress.

3. Long Term Assessment and Recording

Assessment records for each pupil at the end of each assessment cycle are updated via the school's assessment tracker - SIMs. An overall judgement at the end of the year is made from these records as to whether the pupil has failed to meet, met or exceeded end of year age related expectations. Statutory test, task and teacher assessments will be included at the end of a key stage.

- This will be used by the next teacher (or the same teacher keeping a child for a second or third year), the Headteacher & Subject Leaders, pupils and parents and any external monitoring agencies, to review progress and set targets and for the next teacher to adjust planning.
- The assessments and records will relate to national expectations, baseline scores and National Curriculum levels.
- All of this information will be recorded.
- Records will consist of the annual school report to parents, Individual Assessment Sheet and the school assessment & tracking database.
- All information will be retained and passed on to the next teacher.

Self Assessment

We believe that pupils have a vital role in assessment through reviewing their own progress and setting targets for improvement. Teachers will assist the children in this difficult task and Key Stage 2 children will develop their own individual records of achievement which will focus on self assessment.

Darley Primary School Assessment Guidelines

The following package of strategies and procedures will enable staff to carry out effective assessment and recording of pupils' attainment and progress, to achieve the following aims:

- To effectively track and monitor the progress of individual pupils and year groups across their time in school.
- To effectively record and use assessment data and information for individual and groups of pupils in order to set precise objectives for units of work and individual lessons in order to raise standards of attainment and progress.
- To effectively record and use assessment data and information for individual and groups of pupils in order to inform parents and future teachers/schools about progress and attainment.
- To set realistic, challenging and meaningful targets for year groups, smaller pupil groups and individual pupils in order to raise standards of attainment and progress.

Assessment Strategies

Strategy	Aims of Strategy
<p>1. Summative Assessment (including Statutory Assessment)</p> <ul style="list-style-type: none"> • Foundation Satge Profile • End of KS 1 Tests and TA • End of KS 2 Tests and TA • Optional Tests (QCA) for Years 3,4,5 (June/July) • Suffolk Reading Test (March.) • SWST Spelling Test (Sept & March) 	<ul style="list-style-type: none"> • Key Stage and Year Summative assessment • Value added information • An effective picture of both individual and year group attainment from age 4-11 which can then be used for monitoring purposes with key issues highlighted. • An effective assessment summary each year and for the whole of a pupils' school life. • Question Analysis Data to aid the setting of curricular targets. • Accessible data for effective tracking and monitoring of individual and groups of pupils and for use when setting statutory targets. • Information to facilitate effective planning through the use of assessment • Useful and thorough information for parents to ensure that they are well informed about their pupil's attainments and progress.

<p>2. Formative Assessment</p> <ul style="list-style-type: none"> • Both Medium and Short Term plans and schemes of work contain key learning objectives against which work is assessed. • Notes etc are made on plans or attached to planning. Specific attention is paid to those children achieving significantly above or below expectations. 	<ul style="list-style-type: none"> • A clear picture of both individual and groups progress and understanding of specific learning and lesson objectives. This information is used to amend plans. • This information effectively informs short and medium term planning to create challenging learning objectives and helps to raise standards of attainment and progress. • Summative assessment for a unit of work and for a school year.
<p>3. Assessment Spreadsheet & Tracking Data</p> <ul style="list-style-type: none"> • Numerical data- Foundation Stage Profile, National Tests for Years 2 – 6, Suffolk Reading Age Tests, SWST Spelling Age Tests. 	<ul style="list-style-type: none"> • Accessible data for effective tracking and monitoring of individual and groups of pupils and putting appropriate actions in place. • Provides an effective assessment summary each year and for the whole of a pupils' school life. • This ensures that parents are better informed about their child's attainment and progress

4. Specific Subject Assessment. (To be levelled and recorded on Individual Record Sheet.) This is in addition to points 1 & 2.

English

- 1x termly Speaking & Listening.
- 1x termly Reading Conference 2x termly
- 2x termly writing-range of genres in Writing Journey Book
- Checklists for phonics and high frequency words from NLS where appropriate.

Maths

- Key Learning Objective Work to be completed in Key Objectives Book. Achievement of Key Learning Objectives will be noted on Individual Key Objective Record Sheets

Science

- Assessment of AT1 Science as part of normal classwork. Specific AT1 foci for each piece of AT1 work to ensure coverage of all aspects of Investigative Science. Recorded on record sheets: Y1/2, Y3/4, Y5/6

- Information to support the more complex nature of teaching and assessing English
- Additional assessment of a more ongoing nature to support the development of key literacy skills.
- Information to track key developments in the skills of reading and writing to identify strengths and weaknesses at an early stage to support planning for the next steps of learning.
- Information for pupils and teachers to help the process of setting individual targets which will help to raise standards in teaching, learning, progress and attainment.

- Additional assessment of a more ongoing nature to support the development of key mathematical skills and concepts across the school.
- Information to aid both short term and medium term planning.
- Information for pupils and teachers to help the process of setting individual targets which will help to raise standards in teaching, learning, progress and attainment.

- Additional assessment of a more ongoing nature to support the development of key scientific skills and concepts across the school.
- Information to aid both short term and medium term planning

<p>5. Records of Achievement</p> <ul style="list-style-type: none"> • Key Stage 2 children keep their own annual records of achievement which include: <p>Termly self evaluation Sheets Selected pieces of work which are important to the children Records of Gallery presentations</p>	<ul style="list-style-type: none"> • Teachers, pupils and parents to track progress in attainment over a period of time. • Children to have a clearer understanding of their progress. • Individual targets and end of year reports are more effectively set.
<p>6. Moderation Meetings</p> <ul style="list-style-type: none"> • Meetings for teaching staff to assess pieces of work in the core subjects; (particular emphasis is given to writing) to standardise expectations and assessments against NC level descriptors. 	<ul style="list-style-type: none"> • To ensure consistency of assessment standards across the whole of the teaching staff. • Teacher assessments accurately reflect attainment against NC level descriptors and the quality of assessments is consistently high across all staff. • Test data and TA data are increasingly in line with each other.
<p>7. Individual Assessment Sheets. (To be stored in class files) As well as records of more formal assessment this provides an opportunity to make note of other achievements in the Foundation Subjects and of a personal nature.</p>	<ul style="list-style-type: none"> • To provide a picture of child's progress & attainment at one time including other notable achievements. • To provide effective up to date information for children who transfer schools with a little notice. • End of year reports are more effectively supported.

<p>8. Target Setting</p> <ul style="list-style-type: none"> • Statutory English & Mathematics Targets • School Curriculum Targets • Individual & group Targets- linked to marking policy. 	<ul style="list-style-type: none"> • Monitor progress • To encourage the children to become increasingly adept at Self Evaluation and become a real partner in their learning. • Children have a clearer understanding of their progress • To clearly set the next steps of learning and raise teacher & pupil expectations.
<p>9. Annual Reports & Parent Teacher Interviews</p> <ul style="list-style-type: none"> • Twice yearly Parent/ Teacher Consultations (Autumn & Spring) • Annual individual pupils's report for parents (Suumer Term) 	<ul style="list-style-type: none"> • To ensure that parents are well informed of pupil targets, progress and achievements • Parents are effective partners in children's education
<p>10. Common Transfer Form</p> <ul style="list-style-type: none"> • CTF to be completed when children transfer to other schools. 	<ul style="list-style-type: none"> • To provide effective up to date information for children who transfer schools. • To ensure a smooth transition between schools.
<p>11. Individual Education Plan (IEP's)</p> <ul style="list-style-type: none"> • Children who are identified as having SEN will be provided with a termly IEP, for as long as is required. Reviewed and updated termly with SENCO, Parent & Child. 	<ul style="list-style-type: none"> • To ensure that all children make appropriate progress. • To monitor and track SEN pupils' progress. • To ensure that teachers and parents have a clear understanding of children's progress.

This Policy is linked with the following documents:

- School Improvement Plan
- Marking Policy
- Tracking File
- Records of Achievement
- Homework Diaries
- Individual Assessment Records.
- Special Educational Needs Policy

Appendices

Individual Record Sheet

Maths Key Objective Sheet

Science Skills Sheet

Pupils' Self Evaluation Form

Date: June 2009

Review: June 2010