



Overdale Community Primary School

Assessment Policy

Adopted: November 2015

Since September 2015 the school has been following the new National Curriculum and the recommendation that levels are no longer used to assess children. The Assessment policy has been adapted in response to these changes; throughout 2015-2018 the policy will need amending and altering as new information and updates become available and as it becomes fully embedded into Overdale Community Primary School practice.

Rationale:

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

"The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

Assessment for Learning: Assessment Reform Group 2002

The principles and aims of assessment (see appendix 1 - principles of assessment)

Principles: based on the NAHT commission for assessment

1. Assessment is at the heart of teaching and learning. It provides evidence to guide teaching and learning whilst providing the opportunity for students to demonstrate and review their progress.
2. Assessment is fair therefore it is inclusive of all abilities and is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and outcomes are used in ways that minimise undesirable effects. As a result assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning. These outcomes known as judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious, placing achievement in context against nationally standardised criteria and expected standards. Furthermore it embodies, through objective criteria, a pathway of progress and development for every child therefore setting high expectations for learners.

5. Assessment is appropriate because it draws on a wide range of evidence to provide a complete picture of student achievement. Conclusions regarding pupil achievement are valid due to the fact the assessment method is appropriate (to age, to the task and to the desired feedback information) it demands no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent because teacher's judgements are formed according to common principles and the results are readily understandable by third parties. These results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Aims:

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Our approach to assessment: (See appendix 2 - assessment expectations)

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- It offers all children an opportunity to show what they know, understand and can do to improve
- All staff are kept up to date with assessment and regularly trained in our assessment system (SfMs).
- We have a senior leader Mrs Stabler (Deputy Headteacher) who is responsible for assessment.
- Help parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets
- Mark work against the school policy recognising excellence and indicating the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher. For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made.
- Informal assessment is ongoing during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Different types of assessment used in Overdale:

Formative (Assessment for Learning/ AFL)

- Assessment for learning focuses on how children learn and is central to classroom practice and planning.
- Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved.
- AFL takes place on a daily basis and is integral to teaching and learning, groupings for each lesson are based on this AFL, children are moved through groupings within a lesson as appropriate.
- Fixed ability is avoided and emphasis is placed on the opportunity for all pupils to succeed.

- Peer and self-assessment is encouraged throughout the school.
- Formative assessment is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions which will be addressed through interventions at an appropriate time.

In School Summative (End of topic/unit test)

- This gives a broader view of attainment for the teacher and learner using national standards and expectations.
- Periodic assessments occur at the class teacher's discretion.

Transitional/National assessment

This is the formal recognition of achievement through:

- Completion of Foundation Stage Profile
- Completion of Early Excellence EVFS baseline
- Key Stage 1 and 2 SATs
- End of year reports

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria sets out what children are normally expected to have secured and then mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. (See appendix 3 - Assessment schedule)
- Each pupil is assessed as either 'emerging', 'developing', 'securing' or 'mastering' each relevant criterion contained in our expectations for that year.
- Where a pupil is assessed as secure against the relevant criteria in a subject for that year they be provided more challenging work to secure the mastery judgement.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. (See appendix 4 - moderation schedule)

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they secure or master expectations.
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation.
- Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

Arrangements for the governance, management and evaluation of assessment:

Governance:

The Headteacher and Deputy Headteacher ensure progress is being monitored closely throughout the school through regular pupil progress meetings, and reviews of classroom practice. Reports are presented to the Governors to highlight pupil progress.

Management:

At Overdale Community Primary School we use SIMs to record and track pupil progress across school. Teacher Assessments are recorded on a regular basis. Pupil progress is monitored each term via Pupil Progress and Inclusion Profile Meetings, where children are judged as

mastery, secure, developing or emerging against their end of year expectations. At the end of Term 6 the SLT analyses individual, group and cohort pupil progress throughout the school.

Pupil Progress Meetings:

Pupil Progress Meetings are designed so that individual pupils' progress including those who are eligible for pupil premium or are listed as SEND can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the start of each term. Teachers complete grids prior to the meeting judging children as mastery, secure, developing or emerging against their end of year expectations, these judgements are based upon teacher assessment data from SIMs and teacher knowledge from working alongside the children in the classroom. Judgements are made in reading, writing and mathematics, teachers also highlight children who are in need of intervention or who are an area of concern. Pupil progress meetings and the format used is subject to change as 'life without levels' becomes fully embedded across school.

Tracking:

All pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2015-16 include:

- Pupil Premium pupils
- Those children who would benefit from parental engagement
- SEND pupils
- Higher Ability Pupils
- Students with a gap between reading and writing

Evaluation:

The SLT, EVFS and Math's Leader analyses data using:

- Fischer Family Trust
- The School Profile
- Raise Online
- SIMs teacher assessment

Findings are incorporated into the School Development Plan and analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor
- When and where appropriate Parents and children