



Northgate Primary School

Assessment Policy

What is assessment?

Assessment is the means by which the progress of pupils is monitored. It is used as a tool to inform the teaching and learning process.

“In order for formative assessment to be embedded in practice, it is vital that teachers have *children’s learning* as their priority, not their teaching or the opinions of outside parties.” (Shirley Clarke 2003)

Why do we assess?

- To define each child’s ability in terms of their knowledge, skills and understanding in order to assist and support their learning.
- To identify a child’s strengths and weaknesses and ensure that specific educational needs are identified and addressed early: this includes the identification of children with SEN and more able children.
- To evaluate the effectiveness and coverage of the curriculum.
- To help teachers plan ‘next steps’ for pupils using the results of assessments.

Principles

Formative Assessment across the school consists of the following components:

- The active involvement of children in their own learning.
- Sharing learning goals with pupils.
- Involving pupils in self-assessment.
- Effective questioning.
- Providing feedback which leads to pupils recognising their next steps and how to take them.
- Adjusting teaching to take account of the results of assessments.
- Confidence that every pupil can improve.

Methods of Assessment

Foundation Stage

- The Early Excellence Baseline is carried out within the first six weeks in YR. In addition, teachers form their own baseline assessment using Development Matters. This is used as an early indicator of SEN and to identify what additional interventions are needed to ensure a Good level of development for each child.
- Observations carried out and ‘next steps’ identified.
- Records of progress are kept using the To Build a Profile programme. Photos of activities and notes of progress are recorded on Tablets and are regularly shared with parents by email.
- Assessment covers a mixture of child initiated and adult led activities.
- SIMS is updated each term following moderation across the Foundation Stage.
- At the end of the year children are assessed against the Early Learning Goals and the results are reported to the parents.

KS1 and KS2

Assessment in KS1 and 2 consists of teacher assessment informed by the results of termly tests in Reading (PIRA Tests) and Maths (PUMA Tests). Key knowledge and skills are taught during the distinct English and Maths lessons. Cross curricular teaching and learning opportunities are planned in other areas of the curriculum to allow children to use and apply skills taught. Teachers then assess the pupil's ability to use knowledge and skills in Maths and English across the curriculum.

Other tests which inform teachers about pupils' attainment include the Salford Reading Test and the Sandwell Early Numeracy Test.

Attainment in Maths, Reading and Writing is recorded on the SIMS programme each term. Pupil Progress Meetings take place with all teachers twice a year to identify children not making expected progress and ensure appropriate interventions are in place.

Staff use the National Curriculum Outcomes to assess attainment in other areas of the curriculum.

Teacher Assessment

Teacher Assessment allows teachers to make judgements about children's progress against the outcomes described for each year group in the National Curriculum (September 2013). Teacher Assessment Materials are made up of assessment guidelines, sheets for assessing pupils' work in relation to National Curriculum outcomes, which enable children to be graded as 'Emerging', 'Expected' or 'Exceeding' in Maths, Reading and Writing for their Year Group.

Teachers regularly update and record their judgements on the assessment sheets and come together each term to moderate judgments in Maths and English.

This approach supports teachers in providing a broad curriculum and developing their skills and judgments for assessing pupils' progress. Each term teachers review pupils' skills and judgements for assessing pupils' ongoing works and relate their progress to NC outcomes.

In each class KS1 and 2 a sample of pupils is selected to reflect the ability across the class (3-4 pupils) in reading, writing and maths. The teacher collects evidence from the child's independent work which demonstrates how the child is using and applying their skills. Evidence can be in many forms e.g. written work, staff's observations written on an assessment sheet or annotated photographs. The teacher then reflects on the evidence and highlights the assessment sheet to show secure learning. The results help the teacher to decide whether the child will be rated as 'Emerging', 'Expected' or 'Exceeding' in the subject area. The results for this sample group of children are used to make judgements about children of a similar ability.

Tests

Tests are carried out each term, in KS1 and 2 to provide additional evidence of children's attainment in Reading and Maths. These are Progress in Reading Assessment (PIRA) Tests and Progress in Understanding Maths (PUMA) tests. Teachers analyse the results of the tests which provide Standardised and Age Standardised sources in Reading and Maths and allow children to be graded as 'Emerging', 'Expected' or 'Exceeded' in each subject. The tests are intended as one part of the evidence about a child's attainment and the results are incorporated into the teacher's termly judgements about each child.

National Tests are carried out in the required subject at the appropriate time. These include the Phonics test in Year 1 and the end of KS1 tests in Maths, Reading and Grammar.

Ensuring Consistency of Assessment.

Teachers meet each term to moderate their judgements against the Early Learning Goals in YR and in Reading, Writing and Mathematics in KS1 and 2. There is focus on one subject per term in KS1 and 2. The knowledge gained from assessing and moderating the sample of children is used to make any required adjustments to the judgements of attainment of other children in each class.

The SLT will review the outcomes from teacher moderation meeting to ensure curriculum coverage is adequate and individual teacher judgements are sound.

School staff regularly attend cluster moderation meetings to share good practice and ensure their judgements are in line with those of staff in neighbouring schools .

Teacher Assessment, Pupil Self-Assessment, Marking and Feedback

‘The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.’

To ensure the highest impact on children’s learning and feedback, staff will provide feedback as follows.

- The teacher and TA will provide high quality verbal feedback and carry out shared marking with the group they are working with. Feedback will focus on their success and developmental needs against the specific learning intention. (see marking policy for more details)
- The teacher and TA will work with different groups each day to ensure ‘coverage’.
- Children will be shown how to assess their own work when not working with teacher and TA. Clarke (2003 p70) suggests that this is a slow process which begins with the teacher modelling shared marking and the teacher’s own quality marking against the learning intention. The first step is to ask children to decide on the parts of the work they like most, leading to identifying success against the learning intention, then on to deciding where they could make an improvement against the learning intention. Children can use a ‘traffic light’ system to record their assessment of their own work. This process can start in a very simple way in the Foundation Stage here children will be encouraged to look at, talk about and evaluate their learning staff and parents. The traffic light system will be introduced over the year during written work.
- Children’s work will be annotated using the system on the Marking Code

How are assessments reported?

At Northgate Primary School assessments are recorded in the following ways:

- Parents are informed of their child’s progress through termly parents’ evenings.
- An annual report is issued to each parent towards the end of the summer term. It contains information about their child’s academic and social achievements during the year. Parents have the opportunity to discuss the report with their child’s teacher at a parents’ meeting in the summer term.
- The results of Teacher assessment at the end of Year 2 are reported to parents as part of the annual report.
- Parents of children in YR have the opportunity to discuss their child’s performance in relation to progress in Development Matters and attainment against the Early Learning Goals.

- Parents of children on the SEN register meet the teacher each term to review progress against targets set.
- Staff are always prepared to meet parents at a mutually convenient time.

Looked After Children/EAL (English as an Additional Language)/SEND (Special Educational Needs and Disability)

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis (through IEP, PEP, PSP, BSP).

**Northgate Primary School
Assessment Policy**

Agreed by staff: March 2016

Agreed by governors: March 2016

Review Date: Annually

.....
Chair of Governors