

Assessment Policy

Principles and Aims of Assessment

“Assessment goes hand in hand with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching.” Final Report of the Commission on Assessment without levels September 2015.

Our aim is to ensure that assessment systems are appropriate for our pupils with the sole aim of supporting their achievement. They must inform teaching and learning to drive progress, be accurate and build confidence in learning.

The national Curriculum sets out year group expectations, giving key ‘non-negotiable’, which children must learn in order to prepare them for the demands of the next year’s curriculum. It is vital that teachers understand the non-negotiables and progression of the National Curriculum.

We believe that all pupils can achieve to the best of their cognitive ability, we act flexibly to try to eliminate possible barriers to learning.

Management of Assessment

There are three main forms of assessment

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
 - Probing questions
 - Quick re-cap questions at the start of a lesson
 - Scrutiny of pupils work
 - Formal tests such as times tables, spellings.
 - Entry discussions and meetings; before starting school (from Early years providers) and in-year admissions (previous school).
2. In-school summative assessment – to understand pupil performance at the end of a period of teaching
 - Short end of topic tests
 - Three times a year, formal tests.
 - Reviews for pupils with SEN, at least termly.
 - Hot and Cold assessments in maths Y3-Y6.
3. National statutory summative assessment – to understand pupil performance in relation and comparison to national expectations
 - National Curriculum Assessment at the end of KS2.
 - National Curriculum Assessments at the end of KS1.
 - Year 1 and year 2 (re-test) Phonics Screening check
 - National Curriculum Assessments Early Years Foundation Stage; EYFS Profile.

Day-to-Day Formative Assessment

- Probing questions
- Quick re-cap questions at the start of a lesson
- Scrutiny of pupils work

- Formal tests
- Entry discussions and meetings; before starting school (from Early years providers) and in-year admissions (previous school).

Class teachers and other staff use rich question and answer sessions to evaluate pupil understanding. This allows teachers to establish starting points. This information is then recorded on planning.

Where progress is less than expected, a pupil is falling behind, then teaching and learning is adjusted. This may include timely adult support, pre-teaching, follow up work.

Pupils with SEN are tracked on an agreed year group objectives or P scales.

Verbal and written feedback; marking will be in-line with policy and should be understood by the pupil so that they know what skills they have achieved and what they need to do next. Pupils respond to this in green pen.

In-school summative assessment

- Short end of topic tests
- Three times a year, formal tests.
- Reviews for pupils with SEN, at least termly.

Termly in-school summative tests (NFER) are used three times a year, after 12 weeks, for pupils in years 3,4,5. In year 6 and 2 three times a year previous and sample tests are used.

The class teacher can also use other evidence they have from in-school formative information to make a judgement as there are strengths and weaknesses. This would be discussed at pupil progress meetings every half-term. At these pupil progress meetings the discussion covers:

- I. Which pupils are ARE (age related expectations), above or below in core subjects
- II. Any changes since the last meeting?
- III. Progress against starting points of entry, or KS1 tests.
- IV. Which children show mastery, which require extra support? agree who and when.

These judgment outcomes will be shared with pupils, parents and governors termly. Governors receive reports on these outcomes broken down into girls and boys, pupil premium, or other vulnerable groups specific to that time.

Tests, such as spelling tests, rapid recall, times tables tests, TT Rock stars, completion of homework, reading records- including frequency of reading. These are recoded by the class teacher. This information is valuable in diagnosing pupils who may need further support. Where they are falling behind this will be brought to the attention of all staff through pupil progress meetings and also through vulnerable pupil staff meeting.

Testbase has been purchased by the school log in details are:

headteacher@gargrave.n-yorks.sch.uk	Gargrave1
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This can be used for custom made small end of unit information.

The outcomes will be discussed with class teachers as part of performance management.

Class Teachers will half-termly discuss this evidence with pupils in a 'pupil progress meeting'. They will ask the pupils how they feel their understanding is developing, assess their own learning, and provide exemplar work. Gaps and misconceptions will form targets for the next period of work.

Twice a year Salford Reading tests (January and June) are conducted with every pupil in year 1 and 2 and thereafter where they fall below their reading age. This is to monitor progress and direct additional provision and evaluate impact on learning.

Summative tests are used prior to statutory tests to develop a picture of the access arrangements that may be required for pupils with SEN or social, emotional and mental health needs.

Pupils with SEN

Their progress is measured using their individual education plans, and the inclusion passport is updated termly. This details additional and different provision and the impact on the pupil. On-going observations of these pupils and the impact of interventions.

National statutory summative assessment

- National Curriculum Assessment at the end of KS2.
- National Curriculum Assessments at the end of KS1.
- Year 1 and year 2 (re-test) Phonics Screening check
- Times tables check at the end of year 4
- National Curriculum Assessments Early Years Foundation Stage; EYFS Profile.

Statutory TA, as one measure of pupil performance, helps teachers and parents to understand broadly what a pupil can do in relation to national expectations, and allows the government to hold schools to account for the education they provide to their pupils. However, pupils will have a wider range of knowledge and skills than that covered by statutory assessment. This may be evident through other forms of assessment that take place at school, which is reported to parents annually and at parents evenings.

Reporting

The school keeps internal records of where pupils are attaining, using below, at or above for reading, writing and maths. These are reported to governors termly. Moderation in school and beyond is used to secure and challenge judgements.

Annual written reports include progress and attainment in subjects. Termly parents evening are used to share progress. Pupils with SEN receive additional meetings.

Monitoring of Assessment policy

Subject leads moderate judgements made in terms of age-related and greater depth. Any changes, including closing the gap, the MUST pupils, are moderated and discussed with the teaching team. In

addition moderation across schools is enabled each year, this has been in writing and in core subjects,

Head Teacher and Governors will monitor the policy, they will ask the class teachers in class visit how they are finding the implementation of the policy. Lesson observation, staff discussions will provide information as to the implementation of the policy and adjustments required.

Evaluation

Key questions for the management of the school to consider:

What is the impact on pupils?

Has the policy aided teaching and learning?

Are our standards consistent with other schools?

Review

The head Teacher is responsible for the review of this policy at the end of 2019.