

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.

There is a different view of day-to-day approach to assessment. The focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.

We believe that assessment needs to be able to judge a pupils learning, to identify when progress is good and when a child is falling behind. If this falling behind happens rapid intervention can take place to ensure that the gap is addressed. We are working in partnership with 6 other local schools to ensure that there is consistency and to develop opportunities for moderation within and beyond individual schools.

We believe that ‘every child counts’, and we desire all pupils to succeed.

Management of Assessment

There are three main forms of assessment

1. **In-school formative**
 - Probing questions
 - Quick re-cap questions at the start of a lesson
 - Scrutiny of pupils work
 - Formal tests
2. **In-school summative**
 - At the end of a term pupils learning is evaluated.
 - Short end of topic tests
 - Reviews for pupils with SEN
3. **Nationally standardised summative**
 - National Curriculum tests, end of KS2, national Curriculum Teacher Assessment at the end of KS1.

In school Formative

Class teachers and other staff use rich question and answer sessions to evaluate pupil understanding. This information is then recorded. Gargrave school is using class track, this uses statements based on Focus education end of year statements. During every core lesson teachers judge the understanding of the pupils. They complete a colour chart to indicate understanding as follows:

- | | |
|--------|--------------------------------------|
| Red | not grasped the objective |
| Yellow | starting to understand the objective |
| Green | achieved the objective |

Purple achieved and beyond the objective

White absent, ill, not relevant etc.

I pads are provided for each class teacher to ensure that this assessment is easy and quick. It is then acted on the next day (or shortly afterwards). Pupils with SEN are tracked on an agreed year group objectives, although objectives and statements from other year groups are also accessible.

In School Summative

O track is used to assist with termly summative assessments. To input data for each child a report is run from class track to indicate the point on the scale the evidence is suggesting. It uses the % of statements as follows:

Seven point scale for each step

P	0%-5%
W1	6%-28%
W2	29%-51%
W3	52%-74%
A	75%-100%
M	51%-100%
E	

These % have been agreed with the cluster schools who are working on a joint approach to assessment. Termly in-school summative tests have been used These have been bought from 'not as we know it' and also using sample test papers and previous reading tests. 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 from using one source of information.

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

Reports are available for parents on the objectives and the progress towards achieving them, in spring 2016, the maths objectives were printed and shared with all parents.

Tests, such as spelling tests, rapid recall, times tables tests, completion of homework, are recoded by the class teacher in a mark book. 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:

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 termly discuss this evidence with pupils in a 'learning review 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.

Training: Whole school training to introduce the o track has been used. Y6 and Y2 training has been attended by class teachers. Local area training on Y2 and Y6 has also been accessed in 2016. The school will proactively seek out best practice in terms of assessment and teaching and learning.

Reports can be run from o track, use will be made of

- In year attainment overview – with staff and Governors

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.

Monitoring of Assessment policy

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 2016.

