

Castleton&Glaisdale Federation

Assessment Policy

November 2017

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. **(See Appendix 1 Assessment Calendar)**

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this we will:

- Assess pupils according to Age Related Expectations (**ARE: see Appendix 2**)
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy across the curriculum, using target sheets, on a regular basis and discuss these with the pupils so that they are involved in the process
- Share ARE with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy (**see Appendix 3**)
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess Reading, Writing, Grammar, Maths and Science half- termly to inform future planning for individual pupils
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school
- Use Assessment for learning strategies such as:
 - i. Working walls
 - ii. Targets
 - iii. Sharing success criteria
 - iv. Self and peer evaluation
 - v. Discussion, talk and modelling

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle will include

1. Data from statutory assessments

- Foundation Stage Profile
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from half- termly and end of year assessments (see Appendix 1 Assessment Calendar for detail)

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this we will:-

- follow the Assessment cycle and update the data on a regular basis into our school tracking system (see Appendix 4: Arriving at Judgements – 9 point scale/ this is under review Appendix 7: Exceeding Expectations)
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
- work with colleagues to moderate and level writing at least every term
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will:-

- Provide opportunities for three parent consultation evenings so that parents can discuss their child's progress
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The assessment coordinator will:

- Formulate the school's assessment policy in consultation with staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the 'tracking file' and consult with all staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background

- Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

We will:

- Use Assessment against Age Related Expectations to benchmark and moderate pupils
- Meet regularly to moderate writing assessments
- Moderate work through planning and work scrutinies (**see work scrutiny proforma – Appendix 5**), feeding findings back to members of staff
- Collate evidence to back up teacher assessments, such as pupils' work in books/ on display
- Participate in moderation schemes in the Local authority for foundation and KS1

Note: Conversion from levels to ARE for 2015/16 uses the Assertive Mentoring conversion document (**see Appendix 6: Levels and ARE Match 2016**)

Review November 2020