

CALSHOT PRIMARY SCHOOL

Assessment Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Introduction

This Policy outlines the purpose, nature and management of assessment at Calshot Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Calshot and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Calshot, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head teacher. However, this responsibility has been delegated to the Deputy Head teacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Calshot to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;

- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents;
- to be evaluative, using the outcomes from assessments to check and support our teaching standards and help us improve
- to inform the children and parents to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include: the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

In-School Summative Assessment

In-School Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent's evenings and enables them to support their child's learning. In Writing, children complete a half termly assessment. Assessment judgements are moderated by colleagues in school to make sure our assessment is fair, reliable and valid. In Maths, teachers use White Rose assessment resources alongside Maths targets to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum

objectives as well as termly PIRA assessments. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary.

Our use of In-School Assessment:

- SLT and Phase 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
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes in pupil progress meetings held termly
- Teachers use the data to plan the learning for every pupil to ensure they meet or exceed expectations.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive rich, qualitative feedback of what has been achieved and indications of what they need to do next
- Children who have not made expected progress or whom have fallen behind are targeted in pupil progress meetings for interventions.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test and Year 2 Phonics Screening Test retake

This test is administered internally during the Summer Term. The checks consist of 40 words and non-words that a pupil will be asked to read one-on-one with a teacher. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

At the end of year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science - working at the expected standard

The pupils will also sit SATs tests which will consist of:

- English reading Paper 1 - combined reading prompt and answer booklet
- English reading Paper 2 - reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions

- Mathematics Paper 1 - arithmetic
- Mathematics Paper 2 - reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Year 4 Multiplication Tables Check

This test is administered internally during the Summer Term. The checks consist of 25 Time Tables (up to 12x12) where a pupil will be asked to answer each question within 6 seconds using an online, on screen, digital assessment. These results are then reported to the local authority and to parents.

National Key Stage Two Assessments

Teacher Assessments

At the end of year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit SATs tests which will consist of:

- English reading Paper 1 - reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 - short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 - arithmetic
- Mathematics Paper 2 - reasoning
- Mathematics Paper 3 - reasoning

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. The Foundation Stage Profile begins in Nursery, added to each term, and completed by the end of the EYFS. On entry to EYFS at Calshot, children complete a reception baseline assessment to provide an on-entry assessment of pupil attainment. The

reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language. Each task is made up of a small number of activities. Responses are recorded by the practitioner via an online scoring system. Scoring is automatically calculated by the system. At the end of the assessment, the reception baseline will record a single raw score out of 45 for each pupil. Schools will be provided with a series of narrative statements to describe how each pupil performed on the different content domains presented in the assessment.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 are reported to parents at the end of the academic year. Parents in Year 4 receive notification to say whether or not their child has passed the Year 4 Multiplication Tables Check. Also, parents in Year 1 receive a notification to say whether or not their child has passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. All reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent's evenings take place twice a year, in the Autumn and Spring Terms. An open parent's evening is held in the Summer Term to discuss the end of year report. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. Parents of children with ITPs will be given an additional opportunity to meet with staff during termly review meetings with the SENDCo and class teacher.

Policy written by C. Atterbury (Deputy Head Teacher)

Policy ratified by the Governing Body on 23rd January 2020