Spalding Monkshouse Primary School

ASSESSMENT POLICY
Review Date: September 2019

RATIONALE
The purpose of this policy is to support school improvement and raising of standards of achievement and attainment for all our pupils.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in Monkshouse Primary School
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing related, where appropriate, to national standards.
- Involve both teachers and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognizing the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to be involved in their child's progress.

Statutory assessment arrangements

End of EYFS assessment
The Early Years' Foundation Stage Profile is completed for each child at the end of Reception based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded as emerging, expected or exceeding level.

On-entry to Monkshouse School pupils are given a baseline assessment produced by the school in order to establish correct starting points

Year 1 Phonics screening Check:
The phonics screening check is a statutory assessment for all year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1:1 test conditions with a teacher. The word list contains a combination of real and nonsense words, the latter being there to ensure that the children are using phonic skills to decode words and

not recognizing words by sight. To pass, children must score at least 32 out of 40. Children who fail the test in Year 1 are required to retake it in Year 2.

End of KS1 assessment
Teacher assessment is the main focus for end of KS1 assessment and reporting. It is carried out as part of teaching and learning. At the end of KS1, teacher assessment in mathematics and reading is informed by externally set, internally marked tests. Teacher assessment of speaking and listening and science continues. Teachers assess against ScholarPack statements. For mathematics, reading, writing and speaking and listening, teachers assess pupils as meeting one of several performance descriptors. For science there is a single performance descriptor.

End of KS2 assessment
At the end of KS2 pupils sit externally-set and marked tests in reading, mathematics and grammar, punctuation and spelling. These are used to determine school performance measures. Teacher assessment in mathematics, reading, writing and science gives a broader picture of children's attainment. These assessments are made against the Scholar Pack statements. For writing teachers assess pupils as meeting one of several performance descriptors. For science, reading and mathematics there will be a single performance descriptor of the new expected standard. The results of the tests in reading, mathematics, and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for the school, the local area and nationally.

Roles and Responsibilities
Teachers and Teaching Assistants are responsible for carrying out formative and summative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate these outcomes will be shared with pupils as part of an on-going dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Headteacher. These outcomes will be shared at parents' evenings and in annual reports.

The Assessment Co-ordinator/Headteacher is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets.
- Summative assessment tasks are carried out and resultant data is collated.
- All staff are familiar with current Assessment policy and practice.
- Monitoring standards in core subjects (subject co-ordinators to monitor those in foundation subjects).
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Holding teachers to account for the progress of individual pupils towards their end-of-year targets at pupil progress meetings (x4).

Subject Leaders are responsible for:

- Ensuring all staff are familiar with the assessment practice for their particular subject.
- Ensuring that assessments of individual pupils are being carried out and recorded

- Monitoring standards in their subject according to the assessment criteria set out in the National Curriculum.

SENDCO is responsible for:

- Close liaison with class teachers/assessment coordinator/Headteacher
- Monitoring progress against intervention programmes
- Maintaining SEND register
- Conducting specific tasks with SEND pupils
- Liaising with external agencies
- Formal assessment for Educational Health Care Plan
- Holding teachers to account for the progress their children make, at pupil progress meetings.

Summative Assessment

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of KS1 and KS2. Pupils in Reception are assessed throughout the year using the Ages and Stages. At the end of the Foundation Stage a summative assessment is made of each of the strands.	To provide a end of phase attainment result. It is a national measure against which to compare children's performance.
National Non-Statutory Tests: Commercially produced tests (Headstart) Purchased and used at various points during the course of a year.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations and to enable the school to monitor progress through summative means at different points in the key stage.
Baseline Assessment: School produced baseline	To establish pupils' abilities at the beginning of YR so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively to identify strengths and areas to develop and support teachers in providing appropriate learning experiences for individual pupils.
Mid-Year Teacher Assessments: Teacher assessments using Scholar Pack statements for judgements are made 6 times a year (3 times pupils are tested)	Schools use these to support the judgements made during the course of the year.
End of Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1,2,3,4,5,6 using Scholar Pack statements to inform judgements.	To provide information for parents and the next year's teaching team. To judge progress over the year.
Class Tests: Created by individual teachers and used in day-to-day sessions eg Rock Stars, CLIC challenge, spelling tests, AFL starter questions etc.	To improve pupils' skills and establish what they have remembered/learned so far. To determine groupings.

Strategy	Purpose
End of Key Stage Teacher Assessment: In Years 2 and 6 teachers make a judgement on each pupil's attainment in the core subjects and science.	To provide information for parents and next phases of education

Formative Assessment:

Strategy	Purpose
Planning: Identifies learning and assessment objectives that ensure differentiation and progression in the delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning intention for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning intentions.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention, and reflect on the successes, or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides teacher with more assessment information – the pupil's perspective.
Feedback: Verbal or written, must reflect the learning intentions of the task to be useful and provide an on-going record.	Tracks progress diagnostically, informs the pupil of successes and areas for development and provides clear strategies for improvement.
Target Setting: Targets set for individuals over time for core subjects – Reading, Writing and Maths.	Ensures pupil motivation and involvement in their own progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress for parents and child.

How assessment is shared with parents/carers

It is important to see parents as co-educators and encourage a two-way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interest and extend their experiences. Equally the sharing of information will provide support to the parents/carers, helping them to build on this learning at home.

Tapestry is used for Nursery and Reception children, which has been very well-received and provides an effective conduit between school and home.

Pupil Passports have recently been introduced across the school which inform the parents of the areas that they can support and how well their child/children are doing relating to these areas.

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Additional aspects of communicating with parents may include:
- Sharing curricular targets
- Parent/carer workshops and meetings
- Parent interviews
- SEN reviews and learning mats
- Foundation Assessment
- End of year reports
- Curriculum presentations

Monkshouse is using ScholarPack to track attainment and progress. This enables us to track and comment on statements that have been assembled from a variety of sources, but based on the National Curriculm for each Key Stage.

What are Steps?
Steps are indicators that represent each pupil's attainment against age related expectation using a scoring system. Each band comprises of 6 steps which can be recorded against termly assessments. This allows Scholar Pack to calculate the age related expectation for each pupil displaying the result as a summative score and a colour. The colour coding system scale indicates a visual representation of each pupil's attainment against his or her age. A darker shade of green would indicate that the pupil is working above their target and a darker shade of red would indicate that they are working below their target.

The table displays the aggregate score against each Early Year band score and Step within the assessment system, it also indicates what the pupils should be achieving at each year and term to be considered **on track.**

Early Years' Scoring System

Year	EYFS Band and Stage	Aggregate Score	Checkpoint
Nursery	16-22 Secure	7	
Nursery	22-36 Emerging	8	
Nursery	22-36 Developing	9	
Nursery	22-36 Secure	10	
Nursery	30-50 Emerging	11	
Nursery	30-50 Developing	12	
Reception	30-50 Secure	13	
Reception	40-60 Emerging	14	Autumn Term
Reception	40-60 Developing	15	
Reception	40-60 Secure	16	Spring Term
Reception	Early Learning Goal 1	17	
Reception	Early Learning Goal 2	18	Summer Term

Reception	Early Learning Goal 3	19	

Step Scoring System

Year	Checkpoint	Step	Aggregate Score
1	Autumn	1.2	20
1	Spring	1.4	22
1	Summer	1.6	24
2	Autumn	2.2	26
2	Spring	2.4	28
2	Summer	2.6	30
3	Autumn	3.2	32
3	Spring	3.4	34
3	Summer	3.6	36
4	Autumn	4.2	38
4	Spring	4.4	40
4	Summer	4.6	42
5	Autumn	5.2	44
5	Spring	5.4	46
5	Summer	5.6	48
6	Autumn	6.2	50
6	Spring	6.4	52
6	Summer	6.6	54

Monitoring, Moderation and Evaluation

Senior Leaders and the Headteacher will take overall responsibility for ensuring that the Assessment policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually, either internally, within clusters or by the LA, KS1 assessments are moderated every 3 years by the LA and Y6 Writing every 4 years. Pupil Progress meetings are held termly for Reading, Writing and Maths so that progress and assessment is regularly monitored. The outcomes of these are then shared with Standards Governors who then report to the Full Governing Body. The

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staff at the school have moderating 'buddies' who check each other's assessment judgements 3 times a year and whole school moderation takes place twice a year. The school undertakes some moderation with other schools in the cluster. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Signed_____ Chair of Governors

Signed_____ Headteacher

Date: _____