

Assessment Policy



'We can and we will'

GLEBE PRIMARY SCHOOL

ASSESSMENT POLICY

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Rationale:

Why we assess:

- We believe that effective assessment provides information to improved teaching and learning.
- Existing knowledge, understanding and skills, all need to be assessed if work is to be provided that is appropriate, and challenging.

Aims and Objectives

- To enable our children to demonstrate what they know, understand and can do in their work
- To help our children understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To allow pupil progress to be tracked carefully
- To provide regular information for parents that enables them to support their child's learning
- To provide the Head teacher and the governors with information that allows them to make judgements about the effectiveness of the school.

Legislation and Guidance

- Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.
- This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf).
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission on Assessment Without Levels - report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)
- It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](https://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made).
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How We Assess

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At Glebe, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment (Assessment For Learning), in-school summative assessment and nationally standardised summative assessment.

Assessment for Learning (AFL)

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

The school is firmly committed to the principles of AFL. In particular, we want children to take ownership of their learning and to be clear on how they can improve their work and the next steps they need to take in order to achieve this. We use a variety of methods and in all lesson, AFL should be seen.

Methods we use:

- Clear success criteria
- Clear learning objectives
- Pupils being given time to assess their own work, and their partner's work, against the learning objective and the success criteria.
- Pupils using pink highlighters to show where they have been successful and green highlighters to show areas which need to improve.
- Pupils identifying their next steps in their learning through discussion with their peers and / or teacher.
- Good use of questioning (to assess prior knowledge and current understanding) also from the children (what do they need to know/want to know next). Ensuring, where appropriate, secondary questions are being asked and questions using higher order thinking skills are being used.
- Paired and group discussion
- Use of mini whiteboard e.g. To answer whole class questions
- Whole class assessment opportunities e.g. Thumbs up
- Use of visualizer to share work e.g. editing a piece of work
- Pupils in Year one to six each have on-going targets in Reading, Writing and Maths. These are focussed on the next steps for progression. The targets are stuck into their books and are referred to by the teacher e.g. when marking work. When the teacher knows that there is sufficient evidence that a target has been fully achieved then this is marked off and a new target is set. The targets feed into the assessment process.
- Use of feed forward marking (next steps)
- Pupils sharing work with the class

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- Class lesson reviews
- Use of technology e.g. Digital cameras, MP3 microphones, iPads

Record Keeping

- We plan our lessons with clear learning objectives. Lessons are evaluated against the learning objective and the success criteria so that we can take the needs of the pupils into account, when planning for the next lesson.
- We take the objectives for individual lessons from the National Curriculum. Our teachers record the progress of each child against these objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of the year.

In School Summative assessment KS1 & KS2

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Methods we use:

- On joining the school, all pupils are assessed using PUMA (Progress in Understanding Mathematical Assessments) maths and PIRA (Progress in Reading Assessments) reading papers. Their standards of writing is also assessed by the teacher if the information is not available from the previous school. Baseline data is added to the school tracking system. Children's phonics (in reception & year 1) is assessed using Little Wandle's Placement assessment. If there are concerns, higher up the school, then they will be assessed using the Rapid Catch Up assessment.
- For children in years 2 and above, and who are on either Little Wandle's Rapid Catch Up programme or the SEND programme, we use the assessments provided by Little Wandle to measure their progress and also the fluency assessment to see if they are ready to leave the intervention programme.
- Teachers fill in gap analysis spreadsheets for their classes so that they can see areas of strength and development individually, in groups and whole class.
- From these, the teachers take part in cross phase coaching sessions where the children are discussed and potential intervention strategies are put into place. This is fed back across the year group and interventions are then planned accordingly.

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- For children who are working Pre-Keystage- teachers and 1:1 learning Support Assistants complete the Pre Key Stage document for reading writing and Maths to show progress.
- In writing, for each year group, there is a tick sheet per child which shows whether the child is working towards, at or exceeding age related expectations.
- We track the progress of all pupils in reading, writing and maths in Years one to six using class tracking sheets. The levels are recorded once a term using these sheets and then placing the children on to a venn to show whether they are on track to be at age related standards for reading, writing and maths. This is then repeated for children who are working at Greater Depth. Children who are working below expected standards are indicated by being grouped together in a red box.
- Social groupings are indicated both on the class tracking sheets and on the venns.
- From these venns, pupil progress meetings take place once a term, with the Senior Leadership Team (SLT) to identify children to be targeted and possible interventions or booster groups.
- "Red Box" meetings also take place, with the Special Educational Needs Coordinator (SENCO) and the head of the Special Resource Provision (SRP) as to how we can "Close the Gap" and possible intervention programmes which can be undertaken.
- The success of intervention programmes are regularly monitored by the Inclusion Manager. The Inclusion Manager specifically tracks the progress of EAL, SEN pupils. Our Pupil Premium Lead tracks the progress of the children receiving the Pupil Premium Grant each term.
- Teachers also track the progress, and attainment, of social groupings within their class, and then year group, and this feeds into the SLT's analysis of the whole school.
- Teachers monitor children's progress and adjust their teaching accordingly. Assessment of the children's work is ongoing to check understanding and ensure that progress is being made. Assessment is based on the national curriculum. The planning and questioning / verbal discussion can be used alongside marking work to ascertain if the children are making good progress.
- In foundation subjects, topic records are also used to assess the children's learning. At the start of the unit, a topic record with the learning objectives from the national curriculum, is stuck into the children's books. As the children meet an objective, it is then dated. This is then used at the end of each term to look at how the children have progressed and to assess whether they have met age related expectations.

In School Summative Assessment EYFS (Early Years Foundation Stage)

- While most of the principles of AFL are also applicable and used in the EYFS (good questioning, peer assessment etc.) the EYFS has specific assessment methods.
- Nursery: Pupils are initially assessed within six weeks using the Development matters bands to give them a starting baseline in order to see if they are working 'on track' or 'not on track' for their age on entry, then through on going observations which feed in to the EYFS profile. A portfolio demonstrating the progression of pupils (key skills etc.) through the year is also maintained. Nursery staff currently use the non-statutory Development Matters guidance document for guidance when making assessments.
Reception: On-going observations are used to assess pupils in all seven areas of the EYFS Curriculum. This information is added to individual online Pupil Profiles, which are updated regularly and keep track of progress towards achieving the Early Learning.

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Reception Children are assessed, as they enter the school and within the first 6 weeks, to provide a baseline assessment using the statutory Reception Baseline Assessment (RBA).

Reception children are assessed using the Language Link program within the first term in Reception. Then those who need external involvement, are passed on to the SENCO. Those who require some additional input are given this in the spring and summer terms.

At the end of Reception, pupils are given a grade in each element of the EYFS Profile: They will either be graded as Emerging or Expected, this is in line with the EYFS profile guidance. This information is reported to parents at the end of the academic year. The LA publishes a summary of our achievement in the EYFS which is used by the school to inform future strategic planning in the EYFS.

- Reception staff currently use an app on ipads to capture observations and experiences which the link to the Development Matters statements and the Early Learning Goals.
- Interventions are put in place for children who need additional support in specific areas, lack certain key skills.
- All Data is given to our Data manager to be compiled in the school's data format.

Moderation of Assessment

It is essential that there is consistency across the school when deciding upon the levels that the pupils have achieved. This is ensured by:

- Each term, staff are given the opportunity to moderate levels of work in writing against specific criteria. They do this collaboratively ensuring time is given to discuss and change decisions in order for all staff to agree upon the consequent levels.
- Each term, the phase leaders moderate the standards of writing and maths in their particular phase. They produce a termly report to the Senior Leaders.
- The Senior Leaders then report directly to the Headteacher.
- The school currently has an Local Authority moderator , for both KS1 and KS2, on the staff who are involved in the moderation processes for each year group.
- Every 4 years, the school's end of key stage results are externally moderated by the Local Authority.

Nationally Standardised Summative Assessments

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6).

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Reporting to Parents

- Parents are given a copy of their child's Reception Baseline Assessment after the 6 week cut-off.
- In the autumn and spring term, parents are invited to specific progress meeting where the child's progress and targets are discussed. During Covid-19 this will be undertaken over the phone.
- During the summer term, we give parents of children from Nursery to Year 6 a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education. In this written report, we also include a space where the children can offer their own evaluation of their performance during the year.
- In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the national tests.
- In reports for pupils in Reception, we provide the results of the Foundation Stage Profile.
- We inform parents of their child's performance in the Y1 Phonics test giving a pass or fail grade.

Please read this policy in conjunction with the Marking Policy and the Teaching and Learning Policy.

Reviewed: October 2023

Date to be Reviewed: October 2024