



Assessment Policy 2016-17

West Melton Primary School

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on to an O-Track system. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

EYFS

Children are baselined on entry to F1 and again on entry to F2 using the EYFS framework and the Development Matters age-related stages of development. Children are continually assessed throughout the year through both child initiated and teacher led learning activities. Ongoing assessments are carried out throughout the year in the form of recorded work, verbal responses, and long/short observations in both F1 and F2.

Outcomes are put onto a tracking system to show progress (EexAT).

Y1-Y6 Children are assessed as :

Below - working below their year's PoS (Programme of Study)

Basic /Basic+ - beginning to work within the PoS for their year group. - show understanding of basic facts and ideas relating to a concept - can tackle questions, sometimes with support.

Advancing/Advancing+ - working at the expected level for their age- more independent application, can explain, use or summarise understanding

Deeper - working at mastery level - have a full understanding and can apply independently in different contexts/ problems

Each year group records using the number of their year with the initial of the stage at which the child is working e.g. A4 - pupil working at ARE(Age Related Expectations) for year 4 B+2 - pupil working within the PoS for Year 2

Those working below are recorded as W3 (A1) - meaning working below PoS for year 3 at ARE for Y1.

To reach an informed level:

Class track

All classes use class track in order to keep ongoing records of attainment by all children towards the programmes of study in all subjects. These are used to inform weekly planning. If a child or group of children is seen to be struggling during a lesson then a *Same day intervention group* will run to ensure that the misconception is addressed and the child is able to fully access the lesson the following day.

Half termly progress checks

Every half term there is tracking week when children complete the Rising Stars half termly progress checks in SPaG , Reading and Maths. By carrying out gap analysis, these are then used to identify gaps and misconceptions to inform further teaching.

Target setting

PAM (positive assertive mentoring) meetings at the beginning of the term involve the child in setting their next targets in Reading ,Writing and Maths. These are shared with parents in learning Logs and at parents' evenings.

SEND pupils will have additional support to achieve these targets. How to provide this is discussed in PPM and shared with parents. They are reviewed at the next PPM and PAM meetings.

May Assessments

In May all year groups complete the Rising Stars Assessment A which covers all the PoS for the year. This means Summer 2 can be used for teaching any final misconceptions, ensuring that all of the class is ready to begin the PoS in the following academic year.

Weekly tests

Weekly Big Maths and spelling tests are also used to inform planning and set targets. The 'learn its' for Big Maths and the spellings are set according to ability and prior learning.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Marking and Feedback Policy

Home Learning

Please refer to the Home work Policy

Policy approved by Governors

Signed Head Teacher.....*Z Norris*.....Date.....7.7.16.....

Signed Chair of Governors.....*R Peel*.....Date.....7.7.16.....