

St Ippolyts C.E. (VA) Primary School



Assessment Policy

March 2017

The Purpose of Assessment at St Ippolyts

Children's learning is closely monitored at St Ippolyts in order to extend, challenge and provide the best possible opportunities and highest levels of support for all our children. Assessment activities aim to ensure that all children are able to make progress in their learning and reach their potential whilst taking into account the needs of individual children. It also provides a whole school framework so that educational objectives can be identified and used to inform: school improvement; the planning of learning and teaching; children's next steps in learning; resources and support for individuals and groups.

Key Aims

- To monitor and enhance progress and support learning.
- To develop children to become reflective, resilient and independent learners.
- To recognise the achievements of children and identify and communicate through feedback any areas of development.
- To guide the planning of learning and teaching, additional support, curriculum development and resources.
- To form part of the Graduated Response (Assess, Plan, Do, Review) for children on the Special Educational Needs Register. To support the early identification of barriers to learning as defined in the SEN Code of Practice. (See Inclusion Policy for more information).
- To communicate children's progress and achievement to parents, governors and the wider community.
- To provide information to ensure continuity when children change school or year group.
- To comply with statutory requirements.

Types of assessment at St Ippolyts:

1. **Formative assessment or assessment for learning** is the daily, ongoing and dynamic assessment carried out in the classroom, for example through questioning, observation, discussion, self-assessment and marking.
2. **In school summative assessments** are carried out termly, in years 1-6 for Reading, Writing, GPS and Maths. They track progress towards statutory end of key stage assessments. Progress in science is recorded against each unit taught on an ongoing basis and a judgement in Working Scientifically is made termly.
3. **Foundation subjects**, which do not require statutory assessments, are assessed formatively rather than summatively. Subject leaders provide additional guidance for their subject. Judgements at the end of the school year are made against age related expectations (ARE).
4. **Statutory summative assessments.** These take the form of teacher assessments and tests and are carried out in accordance with statutory guidance at the end of

each key stage. These are moderated and submitted to relevant agencies in the summer term.

5. **Phonics Tracking.** Progress in phonics is recorded in a class tracking record.
6. **Diagnostic assessments.** Many assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Strengths and Difficulties Questionnaire, Miscue analysis, PM Benchmark, Assessment of Handwriting Speed etc. Further information can be obtained from the school's Inclusion Coordinator.

Assessment for Learning

Formative Assessment or Assessment for Learning is at the heart of our practice at St Ippolyts and involves the following key principles:

- Actively involving children in their own learning.
- Providing effective feedback to children.
- Developing children as reflective and independent learners, able to assess themselves and to understand how to improve.
- Adjusting teaching and learning to take account of the results of assessment.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.

A range of day to day assessment strategies are used, both planned and ad hoc, to allow children's learning to be continually assessed and to enable children to engage with useful feedback. Teachers will know where each child is in their learning and will plan and adjust learning so every child can make progress. Teachers are accountable for continual assessment for all children in their class, including those with Special Educational Needs. Teachers may discuss different assessment tools with the Inclusion Co-ordinator for those with complex additional needs.

The learning goals for the topic, unit or lesson are shared and understood, as well as the success criteria to meet the objective. Children will be involved in understanding how and what they have learned. Clear feedback will be given to children and opportunities to reflect improve and recognise the next steps in their learning. Self-assessment, peer assessment and co-operative improvement will be used in age appropriate ways to develop reflective, evaluative and independent learners.

Assessment in the Early Years Foundation Stage.

On-going formative assessment is at the heart of effective early years practice. Children are assessed in reception using the Early Years Outcomes. Assessments are based on information gathered from children, parents, staff, learning journals, observations and small group and individual assessments. Staff will add information to an assessment profile for each individual and complete a learning journal record of progress and achievement which contains examples of learning, photos and comments.

A summative judgement is made 4 times a year and recorded on the child's individual EYFS record. These judgements are based on three categories - emerging, developing or secure.

It is recognised that early identification of Speech and Language concerns is crucial during the EYFS. The EYFS Leader in conjunction with the Inclusion Coordinator will complete SLCN (Speech, Language, Communication Need) checklists as recommended by the SALT for all children who have early concerns flagged by the Early Years Outcomes.

Concerns will be discussed with parents, and, where appropriate, referrals to SALT will be made for any children with concerns.

At the end of the reception year, the EYFS Profile is completed for each child as part of the statutory assessment process.

Year One Phonics Check

All children in Year 1 participate in the statutory phonics check. This assessment is administered by the EYFS and KS1 Leader. Results are included within the Year 1 end of term report.

Statutory Assessments Key Stage 1 and Key Stage 2 (SATs)

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to parents. The national expectation is that most children should achieve the expected standard at the end of Year 2 and at the end of Year 6. In addition, children are expected to demonstrate a good level of progress from their prior attainment benchmark.

The DfE publish advice about Access arrangements for Key Stage 1 and Key Stage 2 SATs which tell us how we are allowed to make adjustments to testing conditions for children with any SEN, disabilities or other additional needs. This may include additional time, use of a scribe, use of a reader or any other reasonable adjustments that are allowed under DfE advice. Further information is available from the Inclusion Coordinator.

National Curriculum Assessment Years 1-6

Ongoing assessment of children's learning in Reading, Writing and Maths is carried out using Herts for Learning assessment criteria which are drawn from the National Curriculum. Most assessment information is collected through observations, information in books, pupil self-assessment and in day to day classroom practice.

A termly summative step judgement is made based on these criteria. Assessment information is used to inform planning and to identify children who may need extra support. A summative cohort report is produced each term for Reading, English, Writing and maths. The cohort report contributes to Pupil Progress meeting discussions and informs school improvement planning. Targets are set using end of key stage and annual assessment data.

Children's outcomes are logged electronically by teachers on 'iTrack Primary' software. Analysis of data is then carried out by the Assessment Coordinator; teachers then write an action plan for the coming term. This discussion with Senior Leaders forms the focus of the Pupil Progress meetings.

Pupils' understanding of computing and e-safety is also logged on the class record termly using the HfL computing scheme.

Teachers regularly attend training and moderation sessions both in school and via external providers to ensure judgements against the criteria are accurate.

Marking and Feedback

Regular marking and feedback allows teachers to understand individual needs and abilities within the class and helps children to make progress. It provides teachers with information to adjust planning appropriately. Where possible, feedback is given in the lesson as needs arise and as immediately as possible.

See Marking and Feedback Policy

Marking should provide specific feedback on children's achievements and advice about improvements to their work. Feedback will sometimes be given orally to the whole class, groups or individuals. Feedback will also take the form of written comments and symbols and class feedback. Children are given time to read, reflect and review their work following marking. Children are also encouraged to self-assess when they have finished their work to show their level of understanding and to add a comment if possible. They are encouraged to use a purple pen to edit their work and to respond to teachers' comments. We want children to be active participants in the marking and feedback process and develop reflective and evaluative ownership of their learning.

Assessment of Children with Special Educational Needs

Principles:

- Assessment is an important part of the Graduated Response (Assess-Plan-Do-Review) which helps us to understand closely the needs of children with SEN. Please see the Inclusion Policy for more information.
- Wherever possible, the Assessment of Children with SEN will take place during the termly assessment weeks.
- If adjustments need to be made in order for a child to access the assessment and demonstrate their best work, then these will be carefully considered. This may include providing additional time, use of a scribe or reader, additional breaks, an adult prompt to help a child to focus on a task, changing the environment of the test. Adjustments will be discussed between the Class Teacher and the Inclusion Coordinator.
- Consideration will be given to children's emotional wellbeing during Assessment Week and we will try to minimise any negative impact on a child. We recognise that for some children the changes to routine and the feeling of being tested can be difficult. All teachers are aware of strategies to provide extra support to those that need it and vulnerable children will be monitored closely.
- If a child is working below Age Related Expectations (ARE) and is unable to successfully access the assessments in reading, writing, maths then the Class Teacher would use amended assessment materials relevant to the age and stage the child is working at. The Inclusion Co-ordinator works closely to ensure all Assessments are useful, relevant and allow children to demonstrate what they can do (not what they can't).
- If class based assessments highlight any areas of concern, then the Class Teacher, in liaison with the Inclusion Co-ordinator, may use further assessments to help pinpoint areas of misunderstanding or gaps in knowledge further. Concerns will be shared with parents, initially through Parent Consultations. These further assessments may be used (only with parental consent) to refer children for additional support. This is further outlined in the Assessment Policy.
- We may be asked by professional agencies (eg. Speech and Language, Educational Psychologists, GPs, the Child Development Centre) to complete additional questionnaires or diagnostic assessments as part of a referral process. Parents would always be notified that this has been requested.
- If a child has additional interventions or support, then these will be evaluated termly to ensure they are having an impact on the child's learning and progress