Malmesbury Park Primary School
Assessment Policy
(Adopted: January 2017 – Review January 2019)

Applies to: All Staff	Pages:	Ref:001
Written by: Jackie Green & Year Team Leaders	Issue Number:1	Date: January 2017
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School aims and values which guide this policy:
- We work together to make learning purposeful and rewarding
- Learners will develop independence to achieve their full potential
- We are a caring community that promotes respect for self, others and our environment
- We create a supportive learning environment that develops confidence

Terms:
AfL – Assessment for learning

Policies which link to this policy:
- Assessment principles

Principles and aims of assessment at Malmesbury Park Primary School:

- The school ethos promotes and emphasises the opportunity for all children to success if they are taught and assessed effectively – every child can succeed.
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress; assessment will be used to focus on monitoring and supporting this progress as well as attainment and wider outcomes.
- Assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understanding their strengths and identify what they need to do to improve.
- Assessment supports informative and productive conversations with pupils and parents.
- Best practice regarding assessment is achieved without adding unnecessarily to teacher workload.

There are three main forms of assessment:
- **In-school formative assessment,** which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
- **In-school summative assessment,** which enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- **Nationally standardised summative assessment,** which is used by the Government.

Formative Assessment often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work.

They can use this evidence to:
- Identify progress and gaps in learning (including individual support needs)
- Set learning goals and success criteria
- Provide feedback to pupils through marking, discussions and teaching
- Self and peer assessment

Summative Assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each child's achievements.

All children are regularly assessed against the National Curriculum expectations for reading, writing and maths. At the end of every unit of work teachers will assess against statements from the National Curriculum using Incerts (the school's electronic tracking system).

In school summative assessments will be used at whole school level to monitor performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. These may take the form of, for example, end of year tests (e.g. NFER), short end of topic tests or tasks, regular reviews for pupils with SEN and Disabilities. All this information will feed into end of year reports for pupils, outlining their progress and attainment in relation to National Curriculum age related expectations.

There are three separate achievement grades, per year group, that will be assessed:

- Emerging: children who are working below their expected standard
- Expected: children who are working at the level expected for this age
- Exceeding: children who are working above the expected level.

Statutory Testing and Reporting Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussion, when making judgements about the school's performance.

Early Years – Nursery (FS1) and Reception (FS2) Children in FS1 and FS2 will be assessed on entry, using one of the Governments recommended providers. This will form the baseline for progress measure at the end of Key Stage 1 and 2.

Children will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments will be based on observation of daily activities and events. It will be tracked through the electronic system 'Tapestry'.

At the end of FS2, teachers will judge, for each Early Learning Goal, whether a child is meeting the level of development expected at the end of FS2:
- Emerging – not yet reached the expected level of development
- Expected
- Exceeding – beyond the expected level of development for their age.

Key Stage 1 In Year One, children will be formally assessed using the Phonics Screening Check. Children who do not pass the check will be re-tested in Year Two. The results are reported to parents and the local authority.

In Year Two, children complete the statutory assessment tests (SATs) in reading, grammar punctuation and spelling, and maths, in line with Government policy. Test outcomes support and inform teacher assessment. Both outcomes are reported to parents and the Local Authority.

Key Stage 2 At the end of Year Six children complete the statutory assessment tests (SATs) in reading, grammar punctuation and spelling, and maths, in line with Government policy. Tests are externally marked. Teacher assessment is also submitted to the Local Authority. Both outcomes are reported to parents.

Arrangements for governance, management and evaluation .

Class teachers and teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. In addition, these outcomes will be shared with parents at the termly parents' evenings and in each pupil's annual report.

Subject leaders are responsible for ensuring that assessment are carried out accurately and to deadlines (core and foundation subjects).

Year Team Leaders are responsible for:
- reviewing the outcomes of summative assessments,
- 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.

Senior leaders are responsible for monitoring standards and achievement across the school:
- Monitoring the quality and accuracy of assessment
- Reporting to the Local Governing Body on all key aspects of pupil progress and attainment, including current standards and trends over previous years

- Holding Year Team Leaders to account for the progress of children towards their end of year expectations at termly pupil progress meetings.
- Staff are sufficiently trained
- To ensure that there is an up to date and accurate data base of pupils outcomes.

Target setting The school will set targets to set challenge and high expectations for all pupils. Year group targets are set annually. Staff will use Incerts to record their judgements regarding what children can do – this is then translated into a numerical score based on the year group and the number of statements achieved by the child. For example, Y3 children will have a score of between 3.1 and 3.9. 3.6 is equivalent to the 'expected' attainment of children in Y3.

This data, and its subsequent analysis, will provide senior leaders, governors and external stakeholders with critical insights into progress of key groups/individuals and effectiveness of teaching and learning strategies.

Using this information, targets will be set for children at the end of each academic year. Through using Incerts we can say the following:

- A score of .1 to .5 at the end of the academic year will be working below the expected standard
- A score of .6 at the end of the academic year will be working at the expected standard
- A score of .7 to .9 at the end of the academic year will be working above the expected standard.

Broadly speaking children will be deemed to be online to achieve if they achieve the following:

- End of autumn term - .2
- End of spring term - .4
- End of summer term - .6

How will assessment outcomes be used? Teachers use assessment information to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and 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 appropriately challenged in their learning.

Communicating effectively to pupils and parents The information from assessment is communicated to parents and pupils on a termly basis during parents' evenings. Teachers are also available for informal consultation throughout the year. At the end of the academic year parents receive a full annual reports.