Emmaville Primary School

Assessment Policy

2018-2019

Assessment Policy

Together we Grow

Reviewed October 2018

Introduction

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013), and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind': to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Since the introduction of the new National Curriculum, staff at Emmaville have worked together to develop an assessment system that takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Aims and objectives of assessment at Emmaville

Children's progress is closely monitored at Emmaville in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

EYFS

EYFS staff informally monitor development and keep detailed records in the form of an electronic learning journal (Tapestry); parents and carers are encouraged to contribute to this document. This information is shared with families and either transferred to the KS1 team or to the child's new school. On entry into nursery and reception class, a baseline assessment is carried out through a mixture of summative and formative assessments. A summary is provided which will be discussed at the autumn term parents' evening. An interim report is also given to parents at the spring term parents' evening based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child.
Children continue to be assessed in the reception class, where staff will add information to an assessment profile for each child. From the start of nursery until the end of reception, children's progress is tracked using an electronic tracking system.
At the end of reception children are assessed against a 'good level of development': Children are deemed to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics. This information is submitted to the Local Authority.

In 2017 Emmaville began catering for 2 –year-olds. A baseline assessment is carried out on entry, assessing the child against 'Development Matters', a non-statutory guidance which supports all those

working in early childhood education settings to implement the requirements of the statutory framework for the EYFS. In addition to this, a 2-year-old check is carried out jointly with the child's Health Visitor.

Year One Phonics Check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 will sit SATS (Standard Assessment Tests) during the month of May. At both key stages, the process includes a combination of tests and teacher assessment judgements.

Key Stage 1 SATs are carried out and marked by the child's teacher and are used only to support teacher's judgement; it is the teacher assessment which is recorded as the statutory outcome. Judgements in Reading, Writing and Mathematics are supported by test papers. The Reading and Maths tests are statutory for schools. Schools can choose to use an optional Grammar, Punctuation and Spelling test to support judgements in Writing. There is no test available for science. For each subject, teachers use the available evidence to reach one of a number of judgements, based on the national assessment framework.

Key Stage 2 SATs include three National Tests (over 6 papers):

- Reading
- Grammar, Punctuation and Spelling
- Mathematics

The tests are administered on a set day and marked externally. Writing is assessed solely based on teacher judgement against the assessment framework. In addition to the tests, teachers are required to provide teacher assessments for Writing. These judgements are based on a framework of descriptors, for which a child must meet (almost) all

requirements to be awarded the band grade. The Writing frameworks are unchanged from 2017 / 18 academic year.

SATs results are also used to measure the school's performance (for example, through reporting to Ofsted and published league tables).

Assertive Mentoring

In September 2016 we introduced Assertive Mentoring into school in an attempt to support us in our aim to raise standards by strengthening good practice and refining our existing assessment systems.

The Key Components of Assertive Mentoring are:

- A formative teacher evaluation system – based on continuous assessment and feedback rather than a high-stakes test. Assertive Mentoring recognises that a single source of evidence may suggest the way forward, but when it is confirmed by another independent source it starts to become a credible guide.
- Robust target setting based on the school's data analysis of a child's prior attainment or baseline testing. This sets challenging targets which are based on skills each child needs to work on over a period of approximately 6 weeks.
- A robust and rigorous assessment system which assists teachers to make highly accurate assessments of each child's learning needs. This enables teachers to focus their teaching on the gaps in learning to accelerate progress.
- Pupil tracking which involves the child as well as staff in identifying if a child is not achieving their target, is nearly there, is on target or is exceeding their target.

- Intervention and support systems which include the assertive mentoring conversation. This is a collaborative dialogue based on the child's present and future learning. The child is supported with an individual Assertive Mentoring file which will follow them through each year at Emmaville.

Assertive Mentoring provides the vehicle for ensuring that target setting, pupil tracking, intervention support systems and monitoring are

brought together and wrapped around the child. The child remains central to the whole process throughout.

How does Assertive Mentoring benefit each child?

All children from Year 1 to Year Six have greater understanding and ownership of their own targets through the regular use of their own Assertive Mentoring file. The file contains their target sheet and their most recently assessed work. All children have targets for Reading, Writing and Maths together with relevant aspects of school life pertinent to them, for example, presentation of work, attitude to homework, wearing of correct uniform, bringing in to school PE kit, attendance and punctuality. This file, containing progress evidence, forms the basis of each child's assertive mentoring meeting.

All children have the opportunity to meet with their teacher and parent(s) on an individual basis to talk positively about their progress, their targets, their attitude to learning and their effort in class. They will be encouraged to reflect on how well they are doing in relation to their own personal learning targets.

This forms the basis of the child's dialogue with the teacher. In this way, all children, including those with SEN or high achieving children take a full part in ensuring they have a clear understanding of what their targets mean and how they can achieve them. Children have the opportunity to discuss with teachers the approaches and strategies that work best for them in class. Any barriers to learning are identified and next steps discussed with the child. Targets are regularly reviewed.

Some children may benefit from additional mentoring meetings to support them to keep on track. In this way, support is further personalised for each child.

Children become more motivated to succeed and meet their targets when they know there are high expectations that they will achieve them.

Assessment of each child's work will be even more robust and those children who are not making expected progress will be identified and reviewed regularly for appropriate intervention.

How does Assertive Mentoring enrich the Parent/School partnership?

Pupil, Parent and Child meetings take place in the Autumn, Spring and Summer terms for children in Y2 through to Year 6. (Year 1 children to begin their 1-1 meetings in Summer term). Children will be central to these conversations. The child will be able to talk confidently about their learning and where they are, and know what next steps are needed for improvement. The meeting will be expected to last approximately 10 minutes.

Parents and teachers will have a joint understanding of the principles and aims of Assertive Mentoring. This will enable parents and school to work as a team to ensure every child reaches their full potential.

At pupil 1-1/ parent's meeting, parents will be given evidence based judgements regarding each child's attainment, achievement and attitude. The child's Assertive Mentoring File will be used in the discussion.

The dialogue with the teacher can focus in on what additional support and strategies can be undertaken at home to maximise progress for the child.

Foundation Subjects

The foundation subjects are taught through focussed termly themes linking, where possible, core subject work. Planning for these activities comes from a variety of resources to ensure that the curriculum is creative and exciting for all. To ensure complete coverage the school tracks the skills identified in the new National Curriculum Programme of Study and builds on these skills in successive years. An electronic assessment grid is updated termly and passed up to the next year teacher when the child moves on. The topics taught are explored with visits, visitors, themed days and enrichment weeks. Children will be assessed against the relevant Programme of Study objectives for each subject and will be judged to be:

- Working towards the Programme of Study objectives
- Working within the Programme of Study objectives

- Working at greater depth within the programme of study objectives

Termly Creative Homework complements the foundations subjects. This approach also encourages children to link their learning to finding out answers to questions and involve families in their learning.

Pupil Progress Meetings

Pupil progress meetings take place each term with the Headteacher, Assessment lead and class teachers. Whole cohort and individual children's progress is discussed following summative and formative assessments of the children by the child's teacher. Intervention needs and opportunities are identified and resources are allocated accordingly. The outcomes of these meeting will inform the Assertive Mentoring meetings with parent(s) and child.

Reports to Parents

At the end of each academic year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

This policy should be read in conjunction with:

- Marking and Feedback Policy (currently under review)
- Teaching and Learning Policy
- SEND policy