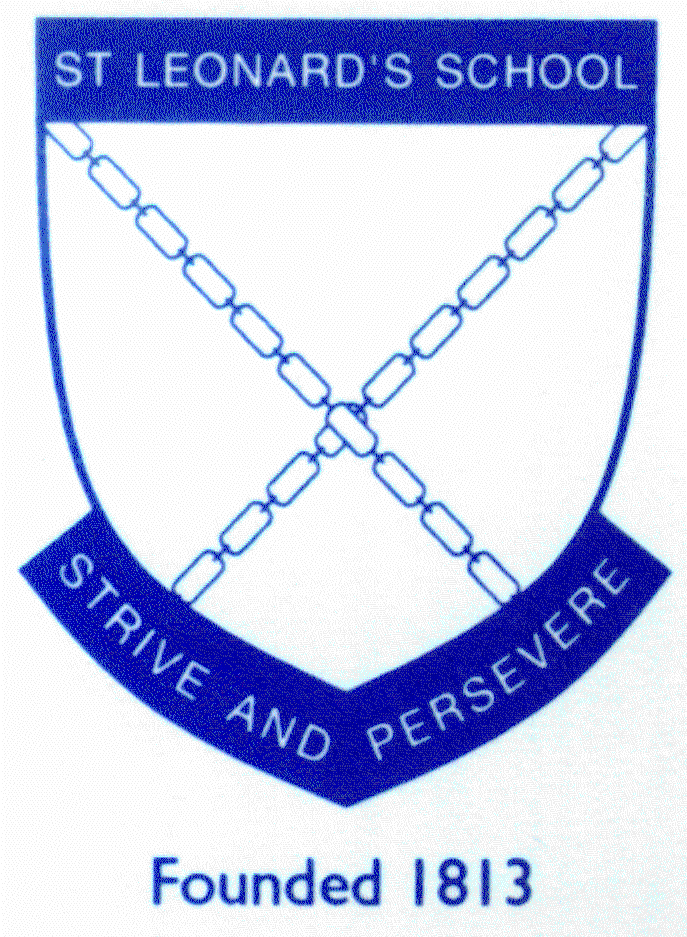
**Assessment Policy**

**Date of Policy:** Autumn 2016

**Date of Review:** Summer 2019

## Introduction

At St Leonard’s assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils’ needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

This policy outlines the procedures and protocols we will undertake as we develop a no-levels approach to assessment.

*“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.”*

Stake, R. cited in Earl, L. 2004. *Assessment as Learning: Using classroom achievement to Maximize Student Learning*. Experts in Assessment. Corwin Press Inc. Thousand Oaks, California

## Assessment

## 2.1 Why do we assess?

We assess the children’s achievement and progress for a number of reasons:

* To provide information about the children’s learning and help formulate future learning opportunities,
* To provide parents/carers with updates on the progress of their children,
* To provide information for staff which is both summative and formative and assists with the transition between year groups,
* To provide information for others beyond school e.g. DfE/LA, other outside agencies,
* To fulfil legal contractual requirements under the current appropriate Education Act.

2.2 **What is to be assessed?**

The three aspects of assessment are:

* **Day-to-day assessment for learning**: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.
* **Periodic review: a profile of pupils’ learning using the strands and objectives criteria**. This helps teachers to assess pupils’ progress, outside of lessons, by using precise criteria to discover the objectives they are reaching and what needs to be planned for next to secure further improvement.
* **Transitional assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents.

2.3 **How do we assess?**

When we log and evidence our overall judgements on our data base at the end of a term we will add a simple comment in the comment box, e.g. “see guided reading record”, “refer to Criterion Scale” or the results from a maths judgement.

We will log evidence of attainment at the end of a unit of work by colouring the relevant objective when it is achieved using the colour code on the SIMS system.

To help ensure that we know that the intended curriculum has been taught there will be two book/planning scans undertaken each term by the subject leader.

|  |  |
| --- | --- |
| Book/planning scans | |
| Interim book/planning scan  1st Half Term | Interim book/planning scan  2nd Half Term |
| Books and planning scrutiny  Two top, two middle and two bottom  ability in English and maths  The focus of the scan is to see if the books match the intended outcomes of the plans. | Whole class book scan |

2.4 **Defining what we mean by Emerging, Developing, Secure and Mastered as an overall assessment.**

* A **strand** is the subject area that is being assessed, for instance reading, writing or number.
* These strands have be sub-divided into **objectives** for instance “Apply phonic knowledge and skills as the route to decode words”

Using focused marking of independent work, pupil observations, guided reading records and book/work scrutiny, teachers will make a judgement of ‘emerging’, ‘developing’,’secure’ and ‘mastered for each objective under each strand.

In order to make an overall assessment, the following protocol has been adopted:-

* A child is considered to have **mastered** the strand if all objectives are mastered.
* A child is considered to be **secure** in the strand if over 2/3 of the objectives are secure or mastered.
* A child is considered to be **developing** the strand if over ½ of the objectives are developing or secured.
* A child is considered to be **emerging** the strand if over ½ of the objectives are emerging.

When each judgement (emerging’, ‘developing’, ’secure’ and ‘mastered) is made as an overall assessment is expressed as a **grade.**

An average ability child should be targeted as ‘secure’ by the end of the year.

At the end of a year it is possible for a child to be assessed against objectives from a different age group and further moderation will be undertaken by the class teacher with a senior leader to confirm the grading.

1. **How we agree core principles for progress in each Key Stage. What is expected progress?**

3.1 **Progress**

A child will have made outstanding progress if a child makes 4 grades in a year (summer term to summer term)

A child will have made average progress if a child makes 3 grades in a year. (summer term to summer term)

A child will have made below expected progress if a child makes 2 grades in a year. (summer term to summer term)

If a child makes 1 grade progress it will trigger SEN intervention

The progress of children who are classified as SEN support or who have an attached Education Health Care Plan (EHCP) may be judged differently according to targets set which take into account their specific additional need(s). This shared judgment will be made by the class teacher in consultation with the SENDCo and assessment leader, having taken into account the views of the pupil, parent / carer and any appropriate outside agencies.

3.2 **When do we assess?**

Assessing children’s work is an ongoing process and teachers will regularly undertake formative assessment to assess both progress and achievement. There will be a number of ‘data captures’ where grades are collected and analysed. These will be in week 8 of the autumn and spring term; a week before the May half term and two weeks before the end of the summer term

(currently for 2015, Wed.22nd April and May half term)

The following standardised assessments will take place during the school year:

Baseline Assessment – completed during the first half of the autumn term.

The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the Early Years Foundation Stage (EYFS) and to the Key Stage 1 national curriculum in English and mathematics. At St Leonard’s we use the Interactive Learning Diary (ILD) as a way of benchmarking and recording individual pupil attainment and progress.

Early Years Foundation Stage Profile – completed at the end of Foundation Stage (Reception).

Key Stage One Assessments – completed during the Spring and Summer terms in Year 2

Key Stage Two SATs – completed during the month of May in Year 6.

3.3 **Other Assessment and Reporting opportunities** are as follows:-

**Foundation Stage**

**Long Observations:** Over a period of two weeks each half term a long observation will be carried out on each child. This involves following the child for approximately ten minutes and documenting what they do. This is then analysed against the ‘Development Matters’ objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week.

**Short observations:** these are spontaneous ‘capture the moment’ short observations. Staff document onto sticky labels what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said ’this is the button you press to take the picture’. These are then filed into an assessment folder along with long observations.

Both the long and short observations are used to provide evidence to assess and fill out the Foundation Stage Profile and are kept in the children’s learning profiles

**Focus Activity:** during focus activities teaching staff writes comments on the child’s work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

3.4 **Assessment and Recording in Key Stage 1 and 2**

* Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children’s work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
* Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
* A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
* Assessment Folders contain a record of the progress made by children throughout their time at St Leonard’s Primary School.
* The SEN Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
* EAL pupils are assessed and supported appropriately by the EALCo.
* Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
* Pupil Progress Profiles for reading, writing and maths are kept by each class teacher on the SIMS data base, which is passed on to the receiving teacher at the end of each academic year.

1. **The Role of the Assessment Lead**

It is the role of the assessment lead is to monitor, challenge and support all staff in the assessment of the children by:-

* Ensuring there is consistency of approach across the school,
* Providing an assessment timetable for data captures throughout the year
* Reviewing assessment data for the whole school, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.
* To analyse and interpret relevant national, local and school assessment data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

1. **Roles and Responsibilities of class teachers**

Class teachers must act in accordance with all aspects of this policy. They are directly responsible for all assessment tasks, including administration, marking and reporting. Whilst it may be appropriate for class teachers to ask support staff to assist with the marking of weekly spelling tests or tables tests, the class teacher retains the responsibility for the quality of the assessment. Support staff should never be employed for the use of marking larger summative assessment tasks.

1. **Roles and Responsibilities of subject leaders**

It is the role of the subject leader to monitor, challenge and support colleagues in their respective subjects. This will include monitoring pupils’ progress through work scrutinies and assessments.

1. **Inclusion**

It is common practice at St Leonard’s for all pupils to be monitored closely with a view to tracking their attainment and progress individually. As well as this, pupils are tracked according to other relevant criteria such as gender, ethnicity, ability, Special Educational Need (SEN) and Pupil Premium eligibility. The reporting of assessments for pupils with SEN will also make reference to agreed targets as set out in their IEPs or EHC plans. (see also 3:1)

1. **Monitoring and Review**

The Governing Body will review this policy every three years. This process will be devolved to the school’s Curriculum Committee.