

Assessment Policy

Rationale

The use of Assessment information is first and foremost about helping children to learn; it is about a partnership between staff, pupils and parents which encourages, supports and challenges individuals to improve to their highest standards. The DfE Workload reduction toolkit advises that assessment policies be carefully considered to avoid needless data gathering, or onerous assessment practices which have little impact; this has also been considered in the formulation of this policy.

School context

We recognise that most of our children have several changes of school during their primary years. We must ensure that we assess every child's learning needs promptly on admission, and do everything possible to enable them to make the best possible progress throughout their time at Leeming. When children leave, we must provide up-to-date accurate assessment information and targets for children, parents and the next school that is accurate, relevant and easily understood. In this way we maximise learning during a child's time with us and beyond.

We also recognise that pupils are often emotional around transition points, and therefore seek to adapt our assessment practices to take this into consideration and not to apply additional pressure to them at these sensitive times. For this reason, liaison with the previous school is also a crucial part of our on-entry procedures.

Aims and objectives

Good assessment practice in our school seeks to:

- raise standards of attainment and behaviour, and improve pupil attitudes and responses
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- enable the teacher to adjust teaching to take account of assessment information, address misconceptions and identify pupil next steps in the learning process.
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- enable the active involvement of pupils to reflect on their own learning and talk about their strengths and next steps
- track pupil performance and in particular identify those pupils at risk of underachievement against age related expectations or of making poor progress.
- provide information which can be used by teachers as they plan for individual pupils and cohorts
- identify any barriers to learning
- provide information which can be used by parents to understand their child's achievements, progress and targets
- provide information which can be used by others (teachers, parents, other schools, LA professionals, governors)
- support pupil transition to and from other schools
- give opportunities for moderation within school and with other schools e.g. at cluster meetings and LA and Swaledale Alliance events
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

Principles of Assessment

Two distinct types of assessment are identified and used in our school. Both are crucial and are key in helping children to move forward in their learning. Both are essential in raising standards and are used in all classes within our school.

Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

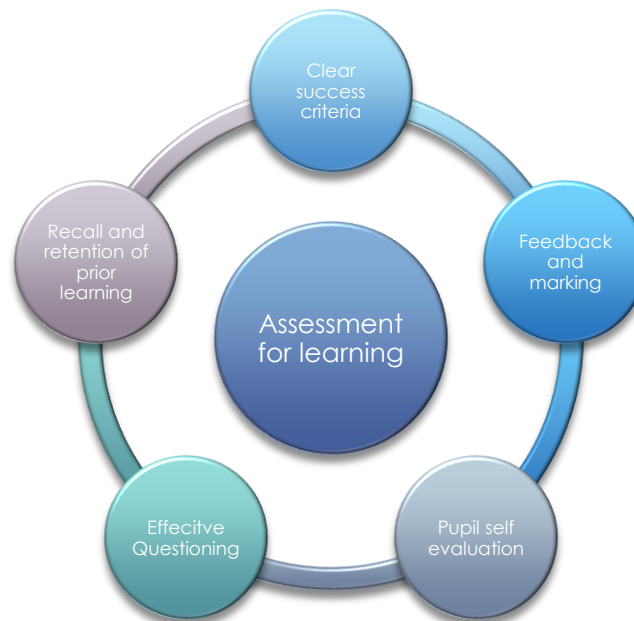
Assessment of learning

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

Assessment for learning (formative assessment)

Effective assessment for learning involves:

- determining the impact of the curriculum and informing next steps by checking retention and recall of prior learning
- helping children know and recognise the criteria for success (WINS)
- providing feedback that helps children to identify how to improve
- pupils learning self-assessment and peer-assessment techniques to discover areas in which they need to improve
- the use of effective questioning
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.



Assessment of learning (Summative Assessments)

Assessment of learning is any assessment which summarises where learners are at a given point in time.

Statutory assessment

Teachers of children in statutory year groups are responsible for complying with national assessment and testing requirements. We are following the National Curriculum, and as such all statutory assessments are undertaken in school (RBA, EYFSP, Y1 Phonics, Y2 Phonics resits, Y4 MTC, Y6 SATs).

Non-Statutory assessment (School Assessments)

Throughout the school, all teachers are responsible for complying with school assessment arrangements. These will include:

- Use of teachers' daily assessment records recorded in a variety of forms (Whole Class Marking (WCM) sheets, annotations on planning, reading records etc.)

- Regular input of individual pupil and group information and assessment onto the tracking software database across all core subjects. This also forms a record of objectives covered.
 - o Core subjects include a digital formative record of objectives covered
 - o Foundation subjects are digitally tracked with summative snapshots only on a biannual basis (statement / objective coverage may be recorded in informal notes etc.)
- Assessment of SEND pupils against IPMs and EHCP targets
- Termly judgements of pupils' achievement against National Curriculum end of year objectives / age related objectives / school progression frameworks
- On-going evidence in pupil books
- Use of diagnostic tests if required – e.g. PIRA, PUMA, NTS, White Rose, Phonics Tracker etc.
- Intervention tracking e.g. IDL analysis of progress

Mobility Issues, Arrivals and Leavers, Transitions

On-entry procedure

We value the assessment information provided by other schools. It is the responsibility of class teachers to ensure that:

- Children's books and assessment evidence are received on transfer or requested from the previous school on arrival. These should form the basis of initial assessments.
- On-entry assessment data for new children is added to in school tracking software
- Where possible, previous EYP or end Key Stage 1 assessment results are added to MIS and tracking software.
- Where assessment data is missing from a child's educational records, we track back to find end of KS1 assessment data for every child for whom this is available. (through the Keys to Success website, FFT online etc.) However, there will always be children for whom no data is available.
- Settling in meeting with parents to take place within three weeks of arrival and completion of the arrivals form.

It is the responsibility of class teachers to ensure that specific on-entry assessments are carried out where necessary, for example if:

- no up to date assessment information is available for a newly admitted pupil
- the information from the previous school seems not to match the child's performance in class
- there are particular SEN needs or barriers to learning

Leaving procedures

- When a child leaves our school, the class teacher must complete the Leavers' form
- A Common Transfer Form (CTF) is completed using MIS.
- When a child leaves Leeming during the first half-term of a school year, the annual pupil report from the end of the previous school year is included in the child's educational record. For Foundation Stage children only, class teachers will write a short 'settling in' report.
- If a child leaves after the first half-term, and before the final half term of summer, then the class teacher writes a brief transfer report, using the template provided. A copy must be provided for the parents; a copy is also included in the child's educational record
- If a child leaves in the final half term then the teacher writes a full annual pupil report for the receiving school. A copy must be provided for the parents; a copy is also included in the child's educational record
- Records sent to receiving schools must be of the highest quality with up to date assessments in reading, writing, maths and science. The content of a child's educational record should be relevant and useful to the receiving school. This should include:

- All statutory assessment information
- The most recent non-statutory assessment information, with evidence

The child's current books and topic folders form an essential part of the educational record and should be included

- Records must be packaged as agreed, and may be given to parents or posted – depending on which is considered most appropriate under the circumstances.
- SEN records are collated separately from the school educational record. It will often be appropriate for the SENCo to contact a receiving school by telephone before the child leaves Leeming so that essential information can be transferred electronically in good time to ensure a smooth transition for the child.

Transition to next teacher

We minimise the number of class changes for each child, by keeping children with the same teacher for two years in mixed age classes, whenever possible.

Class teachers are responsible for ensuring that all appropriate assessment information is passed on at the right time to the next teacher.

This is in addition to more informal discussions about individual children's needs.

Transition KS2 to KS3 - Information to be passed on to secondary schools

The majority of our children transfer to Bedale High School.

Year 6 teachers are responsible for ensuring that the requested assessment information is ready for transfer to receiving secondary schools in a timely manner.

Involving parents and carers

Parent partnership

We value our partnership with parents, and understand the impact a strong home/school partnership can have on raising attainment. All staff contribute to building and maintaining the best possible partnership with parents. There are regular opportunities for parents to see what the children are learning about e.g. at open mornings, drop-ins, See-Saw, in their children's books, Tapestry, trips etc.

Termly curriculum information

It is the responsibility of class teachers to provide for parents each term information about curriculum content.

PTCs – Autumn term, Spring term

All teachers, including part-time teachers, must be available for PTC appointments. Parents and carers have opportunity to meet formally with the class teacher at least twice each year, in order to discuss their child's progress. Teachers are also available, by appointment, at the end of the school day should they wish to discuss their child in between formal parent consultations.

Annual Pupil report – Summer term

A full report is provided for parents and carers once a year for each child. The report provides detail of the progress, attainment and achievement in each of the NC subjects plus RE. The report details coverage and learned skills, concepts and knowledge along with targets for improvement including an indication of whether the child is below, at or above the expected level for their age in the key areas of learning. Attendance data is also included on the report.

It may be helpful to refer also to our Feedback Policy and Briefing Paper, Assessment and Feedback which works in conjunction with the Assessment Policy.