



# Outwood Primary School

## Assessment Policy 2020



### **Introduction:**

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Outwood Primary School
- provide clear guidelines for the implementation of the policy
- make procedures clear for monitoring and evaluating assessment practices to ensure consistency throughout key stages
- define clear responsibilities in relation to assessment

### **The objectives of assessment in our school:**

- Enable all individual pupils to make progress in their learning
- To track individual and vulnerable groups progress
- Help all children to demonstrate what they know, understand and are able to do
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- To allow teachers to plan effectively, reflecting the needs of each child
- Include reliable judgements about how learners are performing, related, where appropriate to age related expectations.
- To provide information to set appropriate targets for groups and individuals
- Enable us to involve parents in their child's progress
- To provide the headteacher and governors with information that allows them to make accurate judgements about the effectiveness of the school.

### **Roles and Responsibilities:**

Teachers, teaching assistants and learning support assistants are responsible for carrying out summative and formative assessments. Where appropriate, outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress. Teachers are responsible for tracking pupil progress and reporting to the headteacher and/or the deputy headteacher in pupil progress meetings. They should inform parents and carers as well as providing the assessment leader and subject leaders with tracking information and actions.

### **Assessment Co-ordinator is responsible for ensuring that:**

- tracking is effective and provides all the data needed
- with the headteacher ensure each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then sets individual targets
- summative assessment tracking data is collated centrally
- all staff are familiar with current assessment policy and practice



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### **The Headteacher is responsible for:**

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Subject leaders are responsible for:**

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments are being carried out consistently throughout key stages
- Monitor standards in their subject in-line with the curriculum through book scrutiny, tracking data, feedback from meetings with class teachers.
- Ensure that assessment data feeds into their action plans and subject SEF

### **Key features of assessment:**

#### **EYFS**

As each child enters the Foundation Stage staff will use their professional judgement to assess the age range children are working 'within' across the EYFS 17 areas of learning; this will then form their 'baseline' assessment. Throughout the year, children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up and evidenced in their learning journeys and through the electronic platform Tapestry.

#### **Assessment for learning (formative assessment)**

Assessment for learning focuses on how children learn and is central to daily classroom practice and planning. To keep a consistent approach, teachers will use conversational marking to assess the children and then use this to directly inform planning, teaching and learning. Peer assessment is also encouraged throughout the school.

Each class has an assessment folder to track progress for all foundation subjects and Science. This is used termly to track those children who are working significantly above or below ARE. In maths, teachers use the school's calculation policy and the DFE ready to progress documents to help track children's small steps of progress. For writing, teacher's use cold and hot tasks as a way of tracking progress. In reading, teachers assess the children daily through either 1:1 input of guided reading.

#### **Assessment of learning (summative assessment)**

This involves judging pupils' performance against the national age related expectations. Teachers form these judgements at the end of each term using a combination of tests, book scrutiny and moderation. Subject leaders and the SLT are part of the moderating and book scrutiny process. Year 1, 3, 4 and 5 class teachers use White Rose termly tests for maths and Testbase for reading. Year 2 and 6 use the past papers.



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### **Statutory tests and assessments:**

Statutory, formal assessment procedures and examinations exist to measure attainment against national standards – now measured as age related expectations. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England.

These formal assessments currently include:

### **An end of Early Years Foundation Stage assessment.**

We monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development (GLD) and those who we need to give additional help.

### **Year 1:**

The Phonics Screening Test at the end of Year 1 which assesses pupils' phonic skills as part of early reading.

### **End of Key Stage 1**

School currently draw on test data and teacher assessments to help assess whether pupils are making progress and are achieving national age related expectations in reading, writing, mathematics and grammar, punctuation and spelling. At Outwood, we both moderate internally and externally. Schools are externally moderated for writing every 3 years. Teachers moderate writing which gives a judgement as to whether they have met the national age related expectations or not.

### **End of Key Stage 2**

Pupils take statutory tests that assess whether they have achieved national age related expectations in reading, grammar, punctuation and spelling and mathematics. At Outwood, we both moderate internally and externally. Schools are externally moderated for writing every 3 years. Teachers moderate writing which gives a judgement as to whether they have met the national age related expectations or not.

- *Teachers are using the statutory interim frameworks for end of Key Stage 1 and 2, which have just been published and replaced the performance descriptors.*

### **Key Stage SATs Analysis:**

The Head teacher, Deputy Head teacher and EYFS leader analyses end of Key Stage results using SATs results, SIMS tracking and Raise Online. This informs the School Development Plan, subject leaders use it to form their action plans which identifies and addresses gaps in learning which need to be addressed.



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### **Marking:** (Refer to Marking & Feedback Policy)

We have a marking policy that is implemented throughout the school. Teachers mark in green for growth and pink for think. Pupils respond to the pink in blue (blue for new). We recognise that it is very important that pupils receive effective feedback, questioning and challenge and that they have the opportunity and responsibility to improve their work, correct misconceptions and errors. Teachers mark work with the children and address misconceptions. Teachers mark independent work for pupils to respond and improve.

### **Pupil Progress Meetings:**

Pupil progress meetings are designed so that individual pupils' progress and progress of vulnerable groups can be discussed with the headteacher. This ensures accountability. Pupil progress meetings happen termly once summative assessment has been collated. Teachers complete tracking and data formats prior to the meeting, highlighting interventions, actions and areas of concerns. SLT and subject leaders will then be involved with the monitoring process to ensure actions are having an impact and also to offer any support to class teachers.

### **Provision maps:**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Teachers are responsible for creating a provision map for their class. This is then reviewed and monitored with the support of the SEND co-ordinator.

### **Tracking:**

All pupils are tracked throughout the year and are discussed at pupil progress meetings. We follow 6 points system for tracking progress.

E	Emerging	The year group of age related expectations will be put before the letter; e.g. 5E – working towards achieving year 5 age related expectations. We have tracking formats to track classes, focus groups and subjects.
E+	Emerging plus (nearly met)	
M	Met age related expectations	
M+	Met plus (nearly into exceeding expectations)	
X	Exceeding age related expectations	
X+	Exceeding plus	

As well as the above system, to show progress and be able to identify gaps we have created a tracking sheet that assesses and records children in each class on what they have been taught rather than the end of year expectations.



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### **Transition:**

- End of year reports for parents and carers
- Transition meetings for parents and carers at the beginning of the new school year
- Teacher's transition meetings. Teachers meet with the class teacher before and after them e.g. year 3 teacher would meet with the year 2 and year 4 teacher. These meetings are to discuss each pupil and to agree with the assessment judgements that has been made for each pupil. This is also a time when future actions and possible interventions are discussed.

### **Reporting to parents & carers:**

We have parent/carer meetings in the autumn term and in the spring term where progress, achievements and targets are shared and discussed about individual children. Parents and carers receive an end of year report in the summer term. We also have an open door policy for parents to be able to discuss their child's progress.

### **Monitoring, Moderation and Evaluation:**

The head teacher, Deputy Head teacher (assessment co-ordinator) and SLT will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated every 3 years by the LA and writing is moderated within local cluster meetings; Key Stage 2 tests are marked externally and assessments are moderated every 3 years by the LA, writing is also moderated within local cluster meetings.

**Signed: J Maude**

**Date: December 2020**