



Dry Drayton CE (C) Primary School

Assessment Policy

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress, diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Dry Drayton CE (C) Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The teachers work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress. The ACC committee meets 6 times a year.

Formative Assessment

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school. Each child has a half termly conference with their class teacher to review progress and to establish targets. This helps the children to take ownership of their next steps. In class, targeted questioning, marking and feedback are directly linked to promoting pupils' progress.

Summative assessment

Children in KS1 and KS2 complete formal summative tests during the second half of each term. These results, coupled with teacher assessment, are recorded onto Target Tracker.

The Headteacher and Subject Leaders (core) use the whole school outcomes to identify patterns and review the robust analysis of the assessment data to inform whole school improvement.

The Headteacher reviews and analyses data each half term to ensure that pupils are on track to meet or exceed the national expectations. Where strengths, weaknesses and learning difficulties are detected, specific actions including intervention programmes to challenge and support may be put into place as a result.

Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The Assessment cycle at Dry Drayton CE (C) Primary School will include:

Foundation Stage

On entry to the school children will be informally assessed using the Early Excellence Baseline Assessment. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's on-going observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Characteristics of effective learning:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging)

- Term 1- Information has been acquired prior to the child starting school via:
 - Consultations
 - Visits and discussions with Play group
 - Early Years Transfer Record- completed by nurseries and playgroups
- A baseline assessment is carried out in the first 3 weeks (Early Excellence Baseline Assessment)
- The EYFS teacher will begin to complete the Foundation Stage Profile. The teacher and HLTA work closely with parents and record achievements.
- From Autumn Term 2 assessments will be made and scores recorded using Target Tracker. Analysis completed by the class teacher (the Early Years Leader)
- Summer Term - Evidence to be collected for moderation. Final scores to be recorded using Target Tracker. Analysis completed by class teacher and reported to Headteacher

Year 1

- Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations. .
- From Autumn Term 2 - Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents (October and March)
- Summer Term (2nd half) - Phonics check carried out.
- Summer Term (2nd half) - Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 2

- Autumn Term – pupils will be assessed against the year group expectations. .
- From Autumn Term 2 - Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents (October and March)
- Summer Term (1st half) – SATs tasks and Tests administered
- Summer Term (1st half) - Pupils will be teacher assessed and results will be inputted onto Target Tracker.
- Pupil Progress Meetings held to discuss progress.
- End of year report sent to parents.
- Class teacher discuss pupil progress with next teacher

Year 3-5

- From Autumn Term - Pupils will be assessed against year group expectations and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents (October and March)
- Summer Term 2nd half- Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 6

- Autumn Term – pupils will be assessed against the year group expectations. .
- From Autumn Term 2 - Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents (October and March)
- Spring term – mock SATs tasks and tests administered
- Summer Term (1st half) – SATs tasks and Tests administered
- Summer Term (1st half) - Pupils will be teacher assessed and results will be inputted onto Target Tracker.
- Pupil Progress Meetings held to discuss progress.
- End of year report sent to parents
- Class teacher to send assessment information to secondary school as part of transition

Foundation Subjects

Foundation subjects are assessed at the completion of the teaching units and reported as a single grade for effort and for achievement in each child's end of year report to parents .

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Feedback' policy. Home learning and classwork are marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made. Informal assessment is on going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the CB23 Network
- By attending LA sessions to ensure our judgements are in line with other schools

Management Information Systems

At Dry Drayton CE (C) Primary School we use Target Tracker STEPS to assess pupils as part of our Formative assessment process, using the KPIs and statements to track progress and identify areas for development. Teacher Assessments are recorded at the end of each half term. Pupil progress is monitored each term via Pupil Progress Meetings. At the end of each Term the Headteacher analyses individual, group and cohort pupil progress throughout the school.

Target Setting (Y2 & 6)

The Headteacher working with the School's Local Authority Advisor and the teaching staff set targets for end of year results in relation to KS1 SATs results. These targets are used to track progress. These targets also reflect FFT type D+ or the 'very high' school targets.

Reported Targets (Y2 & 6)

Targets are agreed with the Chair of the ACC Committee and the Chair of Governors and the LA are given formal notification of them following the School's KIT (Keeping In Touch) visit.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing, Speaking & Listening and Maths in term 1. These are shared with pupils and parents.

Target Setting (Y1, 3, 4 & 5)

Target Tracker generates targets for end of year expectations. These targets are used to track progress.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing, Speaking & Listening and Maths in term 1. These are shared with pupils and parents.

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the Headteacher and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of each term. Teachers complete a pro-forma prior to the meeting highlighting interventions and areas of concern.

Provision Mapping Meetings

Provision Mapping Meetings are held to discuss progress of pupils listed on the SEN register. These take place at the same time as the PPM. Pupil Premium and more Able pupils are also discussed.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings.

Focus groups for 2015-16 include:

- Pupil Premium pupils
- SEN pupils
- Higher Ability Pupils
- EAL pupils

Key Stage SATs analysis

The Headteacher analyses Key Stage results using:

- Local Authority KEYPAS data
- Fischer Family Trust Data
- Raise Online
- Target Tracker data

Analysis is discussed with subject leaders and teaching staff. Results and analysis which identify any gaps is used to inform School Self Evaluation and incorporated into the School Development Plan.

Analysis is reported to:

- Governors
- Staff
- Local Authority Advisor
- Local Diocese Advisor

Reports to parents

Interim (Termly) reports are sent to parents in October and March with information outlining progress against National Expectations in Reading, Writing, Speaking & Listening, Maths and Science. Effort grades are provided for each area. A comment on Attitudes to Learning and behaviour are also included. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level. The end of year report includes a comment by the pupil which conveys their opinion regarding their learning and progress over the year.

Consultations

Parent Consultations take place during the Autumn and Spring terms to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. Information available to parents at parents evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Roles and Responsibilities

The Headteacher is responsible for the implementation of the Assessment Policy. The Chair of the ACC Committee is responsible for monitoring the implementation of the policy.

Policy Review:

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher Date November 2015

Chair of Governors Date