

Dry Drayton C.E (C)

Primary School



Assessment Policy – Whole School

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Assessment Policy – Whole School

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

Co-ordination of assessment

The teachers work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Termly reports are presented to the Governors to highlight pupil progress.

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 challenges are shared with pupils and teachers discuss with pupils how learning challenges 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. At least once a week in English and Maths, children will be given a next steps task to deepen their understanding. 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 the online assessment tool.

The Headteacher and Subject Leaders 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 maths, writing and reading 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 Reception Baseline Assessment in the first six weeks of school. 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) 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

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

- Term 1 – Information is acquired prior to the child starting school via:
 - Consultations
 - Visits and discussions with pre-school
 - Early Years Transfer Record – completed by nurseries and pre-school
- A baseline assessment is carried out in the first 6 weeks (Reception Baseline Assessment).
- The EYFS teacher will begin to complete the Foundation Stage Profile. The class teacher and TA work closely with parents and record achievements.
- From Autumn Term 2 assessments will be made and recorded in EY profiles. Analysis completed by the class teacher (the Early Years Leader).
- Summer Term - Evidence to be collected for moderation. Final assessments completed and recorded. Analysis completed by class teacher and reported to Headteacher.
- Half termly phonics progress checks are carried out.

Year 1

- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations from the National Curriculum.
- Half-termly assessments (TA and formal) made and recorded on the online assessment tool.
- Termly Pupil Progress Meetings held between class teacher and headteacher to discuss progress and identify any areas of specific need.
- Parent consultations held in October and March.
- Summer Term (2nd half) - Phonics check carried out.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher at the end of the summer term.
- Half termly phonics progress checks are carried out.
- FFT reading fluency check are carried out termly.

Year 2

- Pupils will be assessed against the year group expectations from the National Curriculum.
- Half-termly assessments (TA and formal) made and recorded on the online assessment tool.
- Termly Pupil Progress Meetings held between class teacher and headteacher to discuss progress and identify any areas of specific need.
- Parent consultations held in October and March.
- Summer Term (1st half) – SATs tasks and Tests administered.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher at the end of the summer term.
- Half termly phonics progress checks are carried out for those children who are not yet at the required level.
- FFT reading fluency check are carried out termly.

Year 3-5

- Pupils will be assessed against the year group expectations from the National Curriculum.
- Half-termly assessments (TA and formal) made and recorded on the online assessment tool.
- Termly Pupil Progress Meetings held between class teacher and headteacher to discuss progress and identify any areas of specific need.

- Parent consultations held in October and March.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher at the end of the summer term.
- FFT reading fluency check are carried out termly.

Year 6

- Pupils will be assessed against the year group expectations from the National Curriculum.
- Half-termly assessments (TA and past SATs papers) made and recorded on the online assessment tool.
- Termly Pupil Progress Meetings held between class teacher and headteacher to discuss progress and identify any areas of specific need.
- Parent consultations held in October and March.
- Summer Term (1st half) – SATs tasks and Tests administered
- End of year report sent to parents.
- Class teacher to send assessment information to secondary school as part of transition
- FFT reading fluency check are carried out termly.

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. When appropriate, children are expected to edit their work using a purple pen. Staff then review this with developmental (eg spelling, grammar, incorrect answers) and challenge comments (next steps). Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

Alternatively and at the teacher's discretion, work is ticked to indicate that the teacher has looked at it or the learning challenge (LC) is highlighted in pink to indicate that this has been achieved or green, to show that it has not. 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 National Curriculum expectations.

Management Information Systems

At Dry Drayton CE (C) Primary School we use an online assessment tool to assess pupils as part of our formative assessment process, using 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 (Years 2&6)

The Headteacher working 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 (Years 2&6)

Targets are shared with the HTAR panel at the September target setting meeting.

Target Setting (Years 1, 3, 4 & 5)

The online assessment tool generates targets for end of year expectations and these are reviewed to ensure they are both reasonable and aspirational. These targets are used to track progress.

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 beginning 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 SEND 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.

Key Stage SATs analysis

The Headteacher analyses Key Stage results using:

- Local Authority and National data
- Fischer Family Trust Data
- Online assessment tool 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

Parent consultations are held in October and March with information outlining progress against National Expectations in Reading, Writing, Maths and Science. Attitudes to Learning and behaviour are also discussed. 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 objectives. 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 in October and March, but teachers are also available for informal consultation.

Roles and responsibilities

The headteacher is responsible for the implementation of the Assessment Policy.

Governors linked to specific areas of the curriculum are responsible for monitoring the implementation of the policy.

Policy review

The Policy should be considered alongside the following policy:

- Marking and Feedback