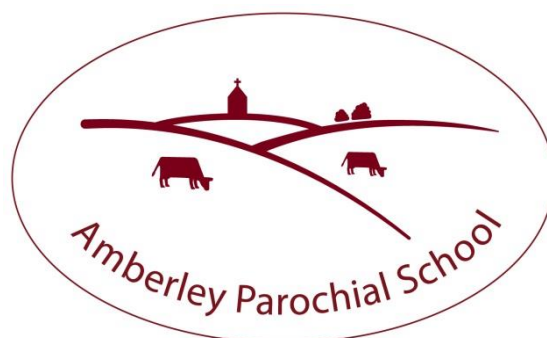


Assessment Policy



Children at the heart of our unique community

Confirmation of ratification by Governing Body:

Governor:

Date:

September 2016

Headteacher: S Cale

Date:

September 2016

Review date: September 2017

Assessment Policy

‘The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains’.

Inside the Black Box

Paul Black and Dylan William

1 Rationale

- 1.1 At Amberley Parochial Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.
- 1.2 Assessment is an integral element of the learning process at Amberley Parochial Primary School. It is a multi-faceted process that adapts to a range of circumstances, with a consistent goal of formalising current understanding with a mind to informing subsequent teaching and learning priorities. At Amberley, we are mindful as to how assessment is accurate. Inaccurate judgements result in incorrect areas of focus which have a negative impact on the potential progress that children can make.

As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school’s vision, aims and ethos. The values that relate particularly to this policy are responsibility, perseverance and honesty.

2 Aims and Objectives

- 2.1 The aims and objectives of this policy are:
 - To track individual progress and raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.
 - To recognise and celebrate all pupils’ achievements within and beyond the National Curriculum subjects and Religious Education.
 - To provide pupils with the opportunity to review their work, to self-assess and to set future targets, therefore fully involving them in the learning process.
 - To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform priorities for focused improvement planning and/or interventions.

- To gather appropriate information with which to inform parents, support agencies LEA and governors, to ensure that the school is fully accountable for the high expectations that it sets itself.
- To gather information to inform teachers what will be taught next, whilst ensuring differentiation as to pupils' needs, as a part of ongoing assessment for learning.
- To ensure that assessment and recording is an integral part of the school's performance management system.
- To provide information to inform the school's strategic planning.
- To improve Teaching and Learning throughout the school

3 Types of Assessment

At Amberley Primary, we use a combination of formative and summative assessment as outlined below:

3.1 **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

3.2 **Assessment for Learning**

Formative Assessment falls into two categories: Assessment for Learning and Assessment as Learning. **Assessment for Learning** happens during the learning process, often more than once, as well as at the end. Students understand exactly what they are to learn, what is expected of them and they are given feedback as to how to improve their learning (through the Feed-Up, Feed-back, Feed-Forward process spelled out in the Teaching and Learning Policy)

3.3 **Assessment as Learning**

Assessment as Learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

3.4 Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future
- identify attainment through one-off standardised tests at any given point in time

4 Implementation

4.1 At Amberley Parochial Primary School we;

- follow an Assessment cycle and update the data on Insight Tracker regularly (**APPENDIX 1**– Assessment cycle **APPENDIX 2** – Assessment Cycle for pupils with specific difficulties);
- use information stored in Insight Tracker to analyse the attainment and progress of each class and discuss findings and outcomes at a termly pupil progress meeting with appropriate members of the class team;
- analyse the data and review targets for individuals and groups and use the information to identify intervention strategies, including for those pupils who are more able, those with special educational needs and those in receipt of Pupil Premium Funding;
- set cohort targets for English and Maths and share information with SLT, the SENCO, phase and subject leaders and governors
- work with colleagues at school and in local schools to moderate assessment judgments each term;
- analyse data at the end of the academic year to track 'value added' progress made by cohorts, groups of pupils and individuals;
- Set pupil related expectation targets for the children who are working significantly below the age-related expectation of children in their Year group using 'Narrowing the Gap' meetings. Performance can then tracked against these targets to ensure all steps of progress are both identified and celebrated

4.2 At Amberley Parochial teacher's use:

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes;
- Teachers use data to plan the learning for every pupil to ensure they meet or exceed expectations;
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or a particular risk at Amberley are making progress and that all pupils are suitably stretched;
- RAISE online data, information on the Data dashboard and analyses from the LA are used to help analyse the attainment and progress of the pupils and findings reported to parents and governors.

5 Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Amberley Parochial Primary School we;

- Provide opportunities for two parent consultation evenings per year so that parents can discuss their child's attainment and progress and overall performance at school;
- Provide end of year written report which includes results of statutory tests and assessments and gives information relating to progress and attainment;
- Discuss pupil progress at the request of parent by appointment.

6 Assessment Policy

As the use of the assessment module within Insight Tracker and pupil progress meetings becomes more embedded, the School will make increasing use of the data that is collected and analysed, to provide more opportunities to report progress and attainment to parents beyond the annual, full school report.

7 Review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

Appendix 1

Refer to assessment timetable attached

Term/ week	Yearly Assessment Timetable 2016-17	Additional Assessments			
		Y5/6	Y3/4	Y1/2	EYFS
Term 1: 1 (5/9)		Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	
2 (12/9)		Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	Baseline Assessment/ CEM
3 (19/9)	NTG update				Baseline Assessment/CEM
4 (26/9)					Baseline Assessment
5 (3/10)					Baseline Assessment
6 (10/10)	Review SMT (PB,SC and SH)				
7 (17/10)	Narrowing the Gap Review	Parents Evening (18 th /19th)	Parents Evening	Parents Evening	Parents Evening (TBC)
Term 2: 1 (31/10)					
2 (7/11)	Review SMT (RL, PB and SC)				
3 (14/11)	On-going assessment gathering				
4 (21/11)	On-going assessment gathering				
5 (28/11)	On-going assessment gathering				
6 (5/12)	Full NTG Meeting				
7 (12/12)	Foundation subject assessment				
Term 3: 1 (2/1)					
2 (9/1)					
3 (16/1)	Review SMT (PB,SC and SH)				
4 (23/1)		Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	Spelling Age Test NFER Reading	
5 (30/1)					
6 (6/2)	Narrowing the Gap Review				
Term 4: 1 (20/2)					
2 (27/2)					
3 (6/3)	On-going assessment gathering				
4 (13/3)	On-going assessment gathering	Parents Evening (13/14th)	Parents Evening (13/14th)	Parents Evening (13/14th)	Parents Evening (TBC)
5 (20/3)	On-going assessment gathering				
6 (27/3)	Review SMT (RL, SC and PB)				
7 (3/4)	Full NTG Meeting Foundation subject assessment				
Term 5: 1 (24/4)					GLD ?????
2 (1/5)					
3 (8/5)		Year 6 SATs			
4 (15/5)					
5 (22/5)	Review SMT (SC, PB and SH) NTG Review			Year 2 SATs (TBC)	
Term 6 1 (5/6)		Spelling Age Test NFER Reading			
2 (12/6)	On-going assessment gathering			Phonics Screening	
3 (19/6)	On-going assessment gathering				
4 (26/6)	On-going assessment gathering				
5 (3/7)	Full NTG Meeting	Reports to Parents	Reports to Parents	Reports to Parents	Reports to Parents
6 (10/7)	Foundation subject assessment	Parents Evening (12 th)	Parents Evening (12 th)	Parents Evening (12 th)	Parents Evening (12 th)
7 (17/7)	Transition Meetings between year groups				

Appendix 1 cont'd

Please note, while there are assessment windows, these are to be used to gather evidence and compile and update ARE grids, generating ARE expectation for each child. Actual assessment activities will take place all year round, with their results informing teacher judgements during these windows.

Update and Full NTG	Revising previous document and update.
Book scrutiny and marking.	(High expectations, consistent standards and work pitched appropriately, learning journeys)
	Interventions set up and acknowledged. (SEN) (PP)
	Identify any concerns about levels and support findings.
	All of the above plus ARE expectations and progress

SMT Reviews	Books and expectations
Observations: How can teachers be supported?	
Level of work appropriate for individual children	
Are all children making progress?	

Appendix 2

Narrowing the Gap
Meetings:
Assessment monitoring cycle

