

LIONEL WALDEN PRIMARY SCHOOL



ASSESSMENT POLICY

Date Reviewed: November 2017
Review Date: January 2019

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Why assess?

Children's progress is closely monitored at Lionel Walden Primary School in order that we can provide the best possible learning experiences and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to help our children understand what they need to do next to improve their work
- to provide regular information for parents that enables them to support their child's learning
- to contribute towards data analysis
- to allow us to benchmark our children's achievement against other schools and to monitor our impact.

Aims of our Assessment Policy

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements, Lionel Walden Primary School began to assess the curriculum using age appropriate statements based around the new National Curriculum. This approach drew upon the NAHT KPIs (National Association of Head Teachers Key Performance Indicators) and work within our Fenland Teaching School Alliance cluster of schools. As a school, we are conscious that this is the first step in evolving our assessment approaches. The publication of the Final Report of the Commission on Assessment without Levels in September 2015, and subsequent discussions with other schools, have driven this policy.

Due to the ongoing changes in assessment and the development of good practice being continually reviewed, this policy will be reviewed annually.

Assessment at Lionel Walden Primary School

Teachers at Lionel Walden Primary School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on working at Greater Depth. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Early Years Foundation Stage

Pre-School Individual Record of Achievements

Pre-School practitioners will informally monitor development and keep detailed records in the form of an individual 'Record of Achievement' and, digitally, using the 2Simple program. This information is shared with families half-termly and is transferred to the Reception teacher or to the child's new school. The Pre-School team make a summative judgement three times a year, based on information they gather from small group and individual assessments/observations. This information is based on three categories - beginning, developing or embedded within the appropriate 'Age and Stage' band for each individual child. Most Pre-School children are working within the 30-50 month stage. These are kept on the 2Simple program, recorded on our internal tracking proforma and reviewed by the Pre-School Leader, Deputy Headteacher and the Headteacher.

Foundation Stage Profile - Reception pupils

Children continue to be assessed in the Reception class where teachers and teaching assistants will continue to add information to the 2Simple program, a digital assessment profile for each individual. The teacher makes a summative judgement three times a year, based on information they gather from records of achievement, small group and individual assessments/observations. This information is based on same three categories as Pre-School - beginning, developing or embedded within the appropriate 'Age and Stage' band for each individual child. Most Reception age children are working within the 40-60 month stage. These are kept on the school's 2Simple program and recorded on our school proforma system. Insights will be shared at parent consultation meetings.

At the end of the Early Years Foundation Stage, children are assessed in line with statutory requirements as 1, 2 or 3 (emerging, embedded or exceeding). This is recorded in our internal tracking system, however, where 'emerging' provides insufficient detail we use the 'Development Matters' statements (e.g. 40-60 developing) to ensure accurate reflection of achievement and start point for KS1. Data is reviewed by the teacher and Senior Leadership Team at Lionel Walden Primary School.

How assessment takes place in EYFS at Lionel Walden Primary School	
Daily	Planning annotated and adjusted according to the outcome of each small group activity. Feedback collated from teaching assistants leading adult-directed activities. Verbal feedback given to pupils throughout and/or after each activity
Weekly	Different pieces of evidence collected for each child for their 'Record of Achievement' and/or evidence to support 2Simple program statements (e.g. short observation of skills, knowledge, activity, annotated photograph, children's work)
Half-termly	Observations, assessments and evidence used to update 'Age-Related Expectations' and plan 'Next Steps'.
Termly	Parent Consultations are held in the Autumn and Spring terms to review individual progress and learning. Early Years Outcomes updated and analysed: On Entry End of Autumn 1 End of Spring 2

	End of Summer 2 Individual Early Years Outcomes sheets are highlighted as expectations are met. Pupil Progress Meetings - class teachers to meet with a member of the Senior Leadership Team to identify those children who are not on track and to plan appropriate intervention. Also, to identify any pupils that are likely to exceed the end of year expectations and to ensure depth and breadth of the curriculum provides challenge for pupils.
Annually	Early Years Foundation Stage Profile summative assessment completed for Reception and sent to County. Data analyzed.

Year One Phonics Check

All children in Year 1 will participate in a Phonics check during June. This assessment will be administered by an experienced teacher. Results are included within the Year 1 end of term report. An internal phonics tracking system is used to monitor children's progress in phonics and to target provision.

SATS

2016 onwards National Curriculum Tests - new national tests were introduced for pupils at end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6). These tests are carried out nationally during May. The results of these assessments are reported annually to the parents. The school has reviewed the interim assessment guidance for 2017. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

How assessment takes place in KS1 and KS2 at Lionel Walden Primary School	
Daily	Work marked according to the Learning Objective and also Success Criteria in The Big Write. Improvement feedback given (either written or as verbal feedback). Planning annotated and/or notes made and adjusted according to the outcome of each lesson. Guided Groups identified. Guided Reading records. Phonic assessments made in accordance with Letters and Sounds. AFL embedded in all lessons. Self-assessment by the pupils.
Weekly	Times Tables and Spellings tested and recorded.
Half-termly	Data completed using teacher assessment towards the 'end of year expectations/age-related expectations'. Individual progress and groups are tracked. Data analysed by Senior Leadership Team. Pupil progress discussions held with teachers
Termly	Assessment Week. Writing Progress Books completed. Tracking of Foundation subjects (Working below, Working at and Working at Greater Depth - age related expectations) at the end of a unit of work. Pupil Progress Meetings - with a member of the Senior Leadership Team to identify those pupils who are not on track to meet their end of year progress target and to plan appropriate intervention. Also, to identify any pupils that are working at 'Greater Depth' and to ensure depth and breadth of the curriculum provides challenge for pupils.
Annually	Year 2 and Year 6 pupils complete SAT tests in May. Year 1 Phonic Check completed in June. Reports to parents - Mid-Year and End of Year Reports.

Marking and assessment

At Lionel Walden Primary School, we provide feedback to children through marking so that they have specific advice about how to make improvements to their work. Children are given time to read and review their work following marking. Marking identifies where children have achieved the objective and will give guidance on how to further improve work using 'Next Steps'. Children, where suitable, self and peer assess and reflect on their learning. More detailed written feedback may be used in Year 2 and Year 6 classes to support the external moderation process and teacher assessments.

Assessment in KS1 and KS2 is recorded in class assessment files.

To reach age-related expectations (Working at the National Standard) at the end of the year, children must show they can work securely and independently. Evidence will be collated or recorded in books to show achievement of each objective. This will enable teachers to evidence progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and other assessment activities such as class quizzes, guided group sessions, etc.

To support teacher assessment, and to measure impacts of initiatives, we use standardised testing materials three times per year (NFER, RISING STARS, etc.). These are not used to decide the teacher assessment nor are they reported to parents or children. They are used to provide a prompt for moderation and discussion between our teaching teams and to support us through the transition and changes in assessment being experienced in all schools nationally.

Assessment information will be used to inform planning and to identify children who may need extra support and/or additional challenge. It will contribute to Pupil Progress Meetings and towards accountability data.

The transition to a new curriculum

Our internal tracking of pupil progress is key to monitoring the achievement of pupils (individual and groups) across the school. We ensure assessment is as accurate as possible by triangulating the different information through observations, work scrutiny and data.

Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about a child's achievements, abilities and future targets. Parents' evenings take place in the Autumn and Spring terms for children in Reception through to Year 6. Parents make individual appointments to discuss their child's progress and future targets.

Parents will receive a Mid-Year Report, in February, detailing current progress towards the end of year expectations. At the end of each academic year, parents will receive a full report detailing progress and achievements across the curriculum. In these reports, targets are identified for the next school year and a space is reserved for children to give their own

evaluation of their performance during the year. Parents/Carers are encouraged to provide feedback to the school.

Inclusion

Lionel Walden Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCo, parents and external agencies (where appropriate) to plan tailored support.

We use Individual Education Plans, where appropriate, which are reviewed with the child and parents termly.

All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate cluster SEND Policy for further information.

Appendix 1 Key Stage 1 Marking Codes - Years 1 and 2

*	Learning objective achieved
p	Check your punctuation
○	Something is wrong in the circle
<u>sp</u>	Check your spelling
<u>?</u>	Check your writing I have no idea what this means
NS	This is your Next Step
NS	Next Step achieved
//	New Paragraph
F	Finger space
^	Missing word

Appendix 2 Key Stage 2 Marking Codes - Years 3 - 6

✓✓	Good expressive writing/use of vocabulary and has met L.O./Steps to success.
P	Punctuation error. Teachers to draw a short line underneath where the missing punctuation should be.
F	Finger space - insert a line where the finger space should be.
//	New Paragraph
○	Correct the letter which has been circled - includes missing capitals.
^	Write in missing word.
Sp	Spelling Error - word underlined. All spelling errors to be underlined (KS2) but only 3 - 5 words to be written at the end of the work. These words to be copied 3 times.
?	A word or sentence does not make sense.
~	I can't read this. Improve it.
★	Up to 3 stars will be put in books and comments written showing where you have achieved the success criteria.
N.S.	A sentence at the bottom of your work will show you how you could improve it.
C	Incorrect answer - try again. Put an X if the correction is not accurate. Put a tick across the C if correct. (Maths)
✓	Correct answer (Maths)
➡	= a mistake