



CLAREMONT PRIMARY SCHOOL

Assessment Policy

Reviewed by: Domic Coulson and T&L

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Date of next review: Interim review Autumn 2017

We aim to make our assessments and reporting concise and accurate, as well as both meaningful and manageable, to promote effective learning throughout the school. It should be used as a means of communicating progression to pupils, parents and teachers, enabling them to set targets for future learning.

1. Fundamental Principles

Assessment, recording and reporting should:

- be meaningful, manageable and motivating.
- strike a balance between being formative and summative.
- be strategic and predictive in nature, allowing for the school to project outcomes at either the end of the year or key stage.
- provide the school with information to evaluate progress, both in the short term and long term.
- be accurate and robust whilst offering all pupils an opportunity to show what they know and understand.
- provide teachers with operational data to identify gaps in pupils' learning to inform pupil targets and next steps in teaching and learning, especially in terms of what they need to do in order to deepen their understanding and mastery of the primary curriculum
- allow for the continuity of results and processes across year groups.

2. Management and monitoring of assessment, recording and reporting

Assessment for Learning is integral to all teaching at Claremont. Summative assessment complies with school and statutory guidelines:

- class teachers are responsible for ensuring that all children are assessed, completing assessments at the next available opportunity if the child is away from school.
- the Strategic Leader for Assessment and Marking is responsible for meeting with curriculum team leaders, phase co-ordinators and class teachers to help with the implementation of assessment across the school.
- the Strategic Leader and Subject Leaders are responsible for ensuring assessment is carried out in the classroom and ensure assessment is moderated across the school.
- the Teaching and Learning governance committee is responsible for reviewing and monitoring this policy.
- the SLT will meet with teachers three times the year for a Pupil Progress Review to discuss any children who are not making expected progress and / or those who have not reached the expected standard, and to review provision in place for them.
- data is scrutinised by the Strategic Leader and SENCO using the online data management system, to monitor children's attainment and progress, and highlight any causes for concern.

3. Formative Assessment and Assessment for Learning

Formative assessment is day to day / ongoing assessment wherein teacher assess how well children are doing against the learning objectives and success criteria. It is an integral part of teaching and learning and effective, formative feedback will affect what pupils and teachers do next.

Teachers at Claremont will:

- use learning objectives (WALT) to ensure teaching matches the National Curriculum statements.
- encourage pupil self-evaluation in lessons by sharing success criteria (WILF/Remember to etc) that are linked to the National Curriculum statements. Learning should be ambitious to ensure all pupils have the opportunity to meet at least the expected standard by the end of the year / key stage.
- mark work against the success criteria and provide clear feedback to pupils to ensure that they understand their own strengths and areas for improvement to ensure progress in the future (see Marking and Feedback policy for detailed guidance).
- plan for children to generate their own success criteria which are generated by the children (where appropriate).
- ensure WALTs and WILFs are visible for all pieces of learning for teachers to mark against (see Marking and Feedback Policy) and to give clear feedback to pupils regarding their achievement within lessons.
- use a range of methods e.g. questioning and responding methods to elicit understanding of pupils.
- use Pupil Conferencing as a tool for assessment to set targets for children.
- apply the standards agreed within the school, as detailed in the National Curriculum.

4. Summative Assessment

Summative assessment is the opportunity for teachers to periodically reflect on the overall achievements of pupils since the last round of summative assessments, paying particular attention to how they are making progress towards end of year expectations. During the year, a pupil of typical ability should be 'working towards' Age Related Expectations and in Term 6, pupils should be meeting Age Related Expectations. If there is sufficient evidence, teachers may consider that a pupil has met end of year expectations during the year; these children will most likely be assessed as being On Track for Above ARE and therefore Above ARE at the end of the year.

Teachers at Claremont assess using their professional judgement in order to make a Best Fit judgment and:

- each member of staff has access to detailed data tracking systems through our online data management system, OTrack by Optimum.
- are familiar with the prior attainment of pupils, and are therefore aware of their projected 'flight path' towards the end of the year / key stage. This information is then used to inform planning and set short and long term pupil targets.
- use at least two points of the 'assessment triangle' in order to make an informed 'Best Fit' judgement. This consists of:
 1. learning in class, supported by formative assessment against specific and age-appropriate success criteria.
 2. electronic methods of assessment, which assess against linear (and not age-related) criteria (reading and mathematics only).
 3. formal summative assessment procedures (which are primarily paper-based assessments – see Appendix 1 for further guidance).
- enter Best Fit judgements data into OTrack three times a year for Reading, Writing, Mathematics and GPS (Grammar, Punctuation and Spelling). Data for Science is entered twice a year (in the Spring and Summer).

5. Statutory Assessments

Foundation stage profile

Children are assessed throughout their Reception year based on information gathered from learning journals, small group and individual assessments. A baseline is ascertained within their first term at Claremont and progress is measured against that. At the end of terms 2, 4 and 6, children are assessed as being either 'Significantly Below', 'Below', 'Expected' and 'Exceeding' within the appropriate age band for each Area of Learning and Development, and whether they have met the Early Learning Goal by the end of the year. This information is kept on a tracking spreadsheet and the final ELG judgements are reported to KCC (as per Department of Education guidelines). The results of these assessments are reported to parents. For internal purposes only, the ELG judgements are converted into Band 0 levels for the purpose of tracking progress in Key Stage 1.

Year 1 Phonics Screener

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Those who do not achieve the pass mark will be expected to re-sit the screener at the end of Year 2.

SATS

Children in Year 2 and Year 6 are assessed during May. The SATs are administered as per the Department of Education's annual guidelines. The results of these assessments are reported to parents, using the information provided by KCC's SIMS Assessment Management System.

6. Reporting assessment information to the Governing Body

Governing bodies have a legal duty to know, and continually monitor, the educational performance of the school and its pupils to ensure the best possible education and opportunities for the children.

School governors should understand the strategic plans for the assessment of pupil progress, including how the data is used. They need to be confident that these assessment systems are robust and provide accurate information about pupils' progress which is effectively communicated to parents. They should also receive internal data from teacher assessments throughout the year, and use this to monitor how well pupils are progressing. If pupils are not making expected progress, governors should ask the head teacher why this is, and what is being done about it.

To this end, Teaching and Learning Governors will meet:

- in September to review annual assessment data (following the internal and statutory assessments in Terms 5 and 6).
- in January and April to review internal data (following the Term 2 and Term 4 assessments).

7. Reporting Assessment Information to Parents / Carers

Parents are informed of attainment, progress and attitude towards learning after each round of assessments (in Terms 2, 4 and 6). All reports include targets for English, Mathematics and Attitude Towards Learning. The final report also includes information on the mastery of skills in key areas of learning, and attendance.

Appendix 4 contains the information available to parents regarding the assessment, reporting and consultation process.

8. The Process for Assessing Pupils

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation Stage	EYFS Baseline Pupil Progress Meeting	Update EYFS	Pupil Progress Meeting	Update EYFS	Pupil Progress Meeting	EYFS Report
Year 1	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment Phonics Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment Phonics Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Statutory Phonics Screener Science Assessment End of Year Report
Year 2	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting KS1 SATS Maths Assessment Reading Assessment Teacher assessments in Writing and Science Writing Moderation	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment End of Year Report
Year 3	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment End of Year Report
Year 4	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment End of Year Report Parent Consultations
Year 5	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment End of Year Report
Year 6	Pupil Progress Meeting (Previous to current teacher handover)	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Interim Report Parent Consultations	Pupil Progress Meeting	Maths Assessment Writing Assessment Reading Assessment GPS Assessment Science Assessment Interim Report Parent Consultations	Pupil Progress Meeting KS2 SATS Maths Assessment Reading Assessment Teacher assessments in Writing and Science Writing Moderation	End of Year report