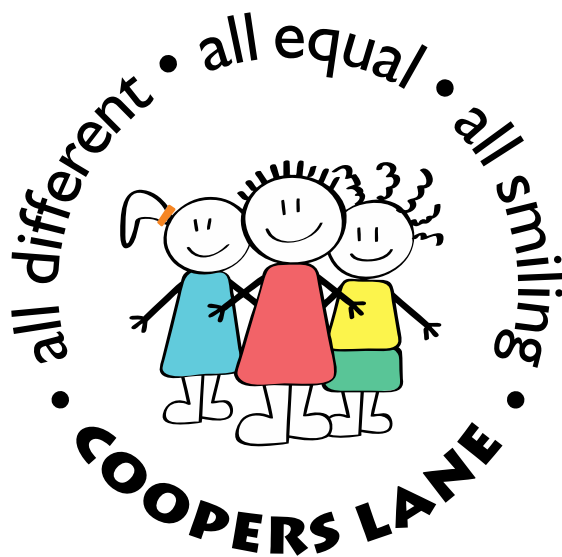


Coopers Lane Primary School



Assessment Policy

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Date: May 2021

Approved by: Paul Hooper

Date: June 2021

Issue date: June 2021

Next Review due by: as appropriate

A Coopers Lane Learner...



“In good education, assessment is of the progress of the whole pupil throughout their educational journey. Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil.

True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning.

A pupil responds better to new challenges if they grasp what is necessary for progress and why.”

NAHT Commission on Assessment report, February 2014, Foreword by Lord Sutherland

At Coopers Lane School (CLS) we believe that all children have the right to achieve their potential. No child is ‘good’ at division or ‘not good’ at decoding: they simply have or haven’t been taught it effectively yet. Assessment is a crucial part of this process.

Aims of assessment

- **Identify** what children know and what they need to learn next
- **Inform** planning (school/ class/ group/ individual), target setting, information for parents and governors, class organisation
- **Measure** individual/ group progress
- **Evaluate** effectiveness of teaching methods/ interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements; align school with national standards

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data ^[SEP]
- **Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring ^[SEP] of assessment data and performance management targets
- **Assessment leader:** Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts ^[SEP]
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning ^[SEP]
- **Support staff:** Support children with their learning as directed by class teachers and provide feedback on children’s learning ^[SEP]
- **Parents/Carers:** Support children with home learning

Type of assessment

There are two types of assessment: formative and summative (in-school summative, and nationally standardised summative).

1) Formative Assessment

(Assessment for Learning – AfL)

For children: to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

For teachers: as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

For parents: it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

As a school, we believe that **formative assessment** goes to the very heart of good quality teaching and learning. This is the ongoing, day-to-day assessment, which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support, in order for all children to make good progress.

2) Summative assessment

(Assessment of Learning – AoL)

This is a significant contributor to our understanding of children's learning. Children in KS1 and KS2 are assessed periodically through the year with progress and attainment data recorded on our assessment system Target Tracker. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. ^[SEP]

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS ^[SEP]
- End of Year 1 (Phonics Screening) ^[SEP]
- End of KS1 (Year 2 SATs) ^[SEP]
- End of Y4 (Multiplication Tables Check)
- End of KS2 (Year 6 SATs) ^[SEP]

There are two types of summative assessment.

- **In-school summative assessment:**

For children: an opportunity to understand how well they have understood and retained information on a particular topic.

For teachers: an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

For parents: to summarise and support the rich information provided by formative assessment and feedback.

For school leaders: to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to re-deploy resources as required to close gaps.

For Governors: to monitor and evaluate the work of the school looking at data to measure impact, asking challenging questions, reviewing interventions and discussing changes for improvement.

- **Nationally standardised summative assessment**

For children: comparisons to performance of pupils nationally.

For teachers: comparisons to performance nationally and clarity on nationally expected standards.

For parents: comparisons as to how the school and their child is performing in comparison to children nationally.

For the government: to hold the school to account.

For OFSTED: to provide information on school's performance and effectiveness.

SEND

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children.

Modifications will be made by teachers to ensure questioning, talk, marking etc are all suitable for children, depending on their specific needs.

Assessment System Explained

The National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each key stage this content should be covered.

Bands and Steps

The assessment system that we are using has bands and steps. The band number reflects the curriculum expectations for the corresponding year group, so Band 3 is Year 3, Band 4 is Year 4 etc.

Each Band has then been broken down into six steps: beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s) and secure plus (s+)

The three main sections can be thought of in these terms:

- **Beginning** – Pupil learning is starting to focus on the objectives for that band/year group. There may be a few elements of the previous band that still need work on.
- **Working Within** – Pupil learning is fully focussed on the objectives for that band. Up to 70% of the objectives are confidently achieved.
- **Secure** – Pupils are confident in all of the Key Performance Indicator statements for the band (highlighted yellow on the banding sheets). There may be pupil learning still focussed on gaining thorough confidence in a few elements but the broad expectations for the band/year group have been met.

Assessment Expectations

The expectation for progress is that children should move at least 6 steps per year and the attainment expectation is that to be on track by the end of the school year they should be working securely within their year group band.

How do we assess?

1. On-going daily assessment:

- **Question children** – we fully explore children’s understanding through questioning. We use the information we get from children’s responses to adapt lessons as needed: move on quickly if they are secure; provide further scaffolding; re-group children if some need extra support.
- **Provide immediate feedback** – we do not simply reward ‘getting it right’. We provide feedback on the response (correct or incorrect) and what the next steps are.
- **Further challenge or scaffold understanding** - we reward perseverance and resilience. We teach the children to accept failure as central to the learning process, and to tackle challenge with determination and greater effort.
- **Talk** – we give children opportunities to formulate answers and share strategies/ ideas with partners. We listen to these conversations as they can provide invaluable insights into children’s (mis)understanding. We continue these conversations throughout the lesson.
- **Regular dialogue** with children further informs our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- **Feedback** – Feedback given during the lesson will provide immediate information for us, and also immediate feedback for children, in order to correct misconceptions or to move learning on.
- **Response to feedback** – Children are given opportunities to respond to feedback during lessons or at another point.
- **Peer/ self-assessment** – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning.

There are many additional strategies that staff will employ to inform understanding of where children are and what their next steps should be.

2. Termly:

- **Assessments** – once a term all children are assessed in Reading, Writing, Spelling, Punctuation and Grammar and Maths. The children will sit designated tests in order to help inform teacher assessments and identify gaps in knowledge and understanding.
- **The results** of these assessments will be used along with Teacher Assessment to give each child a Band and Step for attainment. We will formally share these results, as well as the child’s next step targets, with parents each term through Academic Review Meetings and written reports.

Early Years Assessment

On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working ‘within’ across the EYFS 17 areas of

learning. Within 6 weeks of the child starting the nursery the children will be given a 'baseline' assessment.

Expected Standards for Early Years are;

Nursery

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE^[SEP]

Any other lower age band = Significantly below ARE

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE^[SEP]

Any other lower age band = Significantly below ARE

Within the EYFS we keep detailed records of each child's development and progress within the Foundation Stage Curriculum, planning, extending and promoting their learning on the basis of what we observe. These observations are kept on Target Tracker, which we also use to assess and record the children's learning journeys. We then use this information to inform our assessment of the children using the phases of development. We also have literacy and Maths books for the children where we keep a record of the children's adult and child-led learning.

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPADs. Data is recorded using Target Tracker.

Parents^[SEP]

Parents are included in their child's learning journey via homework, notice boards and the website, along with various workshops and meetings throughout the year. Parents are also able to view their child's progress during our termly 'progress parties'. We have formal Parents Evening's in the Autumn, Spring and Summer term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers at drop in sessions.^[SEP]