

Assessment Policy



Together We Learn

...always striving to be outstanding, transforming the

Reviewed April 2018



Assessment Policy

Our Assessment Principles

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential.

“Everybody is a Genius. But if you judge a fish by its ability to climb a tree, It will live its whole life believing that it is stupid.”

Albert Einstein

Ernesettle Community School (ECS) is committed to giving feedback that is quick and will impact on the children’s learning, both written and oral. The marking system clearly identifies where the children are in their learning and how they need to improve. Time is given for the learner to respond to feedback in order to develop. Please see ECS’s ‘Responding to Children’s Learning Policy’ for further information about this.

At Ernesettle Community School we:

- Provide consistency and continuity in marking so that children have a clear understanding of teacher expectations;
- Use marking as a tool for formative ongoing assessment;
- Complete Assessment of Learning and Assessment for Learning weeks;
- Improve standards by encouraging children to give their best and know what they need to do to improve;
- Clearly see how children have responded to our marking;
- Provide feedback based on the Learning Objective and Success Criteria during every lesson.

Our Assessment 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 ECS’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 ECS’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
- ECS and child’s achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met.

Effective Assessment

At Ernesettle Community 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/Carers to be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Key Features of 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 outcomes are shared with pupils, and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout ECS.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 1, 2, 3, 4, 5 and 6 and are recorded on Target Tracker.

Transitional

This is the formal recognition of achievement:

- Completion of the Early Years Foundation Stage Profile
- End of Key Stage 1 and 2 Standardised Scores
- Interim and end of year reports

Management Information Systems

At Ernesettle Community School, Target Tracker is used as a tool to record children's attainment and track progress. Teacher Assessments are recorded at the end of Terms 1, 2, 3, 4, 5 and 6 on Target Tracker. Pupil progress is monitored each term via Pupil Progress Meetings and Inclusion Review Meetings. At the end of each term the Primary Leadership Team analyses individual, group and cohort pupil progress throughout ECS.

All pupils are tracked throughout the year and are discussed at Pupil Progress Meetings. Focus groups include:

- Disadvantaged pupils
- Pupils with SEN
- More Able Pupils
- LAC pupils (this is in addition to the monitoring of progress, attainment and wellbeing through the PEPs and Virtual School)

Reports to Parents/Carers

Interim reports with levels in Reading, Writing and Maths are shared with Parents/Carers verbally at the end of Terms 1, 3 and 5; with information packs sent home during the meeting, which include their child's current attainment and whether they are on track to reach their respective Age related Expectation by the end of the academic year. Effort in learning, progress and attainment are graded in written reports at the end of Term 6. A full and personalised report for each pupil is given to Parents/Carers at the end of the academic year. The report gives details of learning covered, achievements, end of Key Stage Standardised Scores, Year 1 Phonics Screening Check Mark or Year 2 retake results and offers advice for improvement/continued progress. When reporting to Parents/Carers, 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 objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Parents/Carers Meetings take place three times during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation at the start of every day during Early Morning Learning. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom at the end of Terms 5 and 6. Information available to Parents at Parents/Carers Meetings include teacher assessments, test results, comments on classwork, home learning and attendance records. Advice for improvement/continued progress will be given as appropriate and target cards are sent home with additional information to support Parents/Carers to support their child to achieve these (Writing and Maths).

Assessment Procedures and Calendar

Reception

Term 1

Information has been acquired prior to the child starting school via:

- Initial Consultations
- Stay and Play Events
- Induction Evening
- Visits and discussions with feeder Nurseries
- Early Years Transfer Record, which have been completed by the previous setting

Teachers will complete the following assessments:

- Baseline Assessment (6th week) and On Entry (2nd week) assessments will be completed through the use of observation against the Development Matters Statements and added to Target Tracker
- Teachers will begin to complete the Foundation Stage Profile. Teachers work closely with

Parents/Cares and ask for them to complete WOW at Home when their child shows a really good next step in their learning.

Terms 2, 3 and 4

Assessments will be made and scores recorded using Target Tracker. Analysis completed by class teachers and reported to the Headteacher.

Terms 5 and 6

Final scores against the Early Years Foundation Stage Profile to be recorded using Target Tracker and uploaded to the Local Authority. Analysis will be completed by class teachers and EYFS Leader and reported to Headteacher.

Year 1

Term 1

EYFSP will be continued for some pupils. Other pupils will be assessed against the year group expectations.

Terms 2, 3, 4 and 5

Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports shared verbally with Parents/Carers.

Term 5

Phonics check carried out

Term 6

Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to Parents/Carers. Class teachers will discuss pupil progress with next teacher.

Years 3-5

Term 1

September baseline carried out in Writing and Maths.

Pupils will be assessed against the year group expectations.

Terms 2, 3, 4 and 5

Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports shared verbally with Parents/Carers.

Term 6

Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to Parents/Carers. Class teachers will discuss pupil progress with next teacher.

Years 2 and 6

Term 1

September baseline carried out in Writing and Maths.

Pupils will be assessed against the year group expectations.

Terms 2, 3, 4, and 5

Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports shared verbally with Parents/Carers.

Term 5

End of Key Stage Standardised Tests to be administered

Term 6

Results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to Parents/Carers. Year 2 class teachers will discuss pupil progress with next teacher.