



## ASSESSMENT POLICY

### Aims

Upwood Primary School staff understand the great importance of assessment and how it can be used as a tool to raise pupil achievement and improve the learning processes of all pupils, irrespective of ability, gender or race.

The purposes of assessment are:

- to help children progress and become better learners.
- to help children understand what they can do and what they need to develop.
- to provide feedback for teachers.
- to evaluate the effectiveness of teaching.
- to use validated assessment data to inform target setting and to raise expectations and standards.
- to analyse performance of different groups (SEN, G+T, gender, EAL, FSM, summer born) and ensure appropriate intervention is taken.
- to identify gifted and talented children who require extension activities.
- to help parents and carers be involved in their children's progress.

### Context

Attainment targets and levels were introduced with the National Curriculum in 1988. As a result of the implementation of the new National Curriculum in 2014, from September 2015, National Curriculum levels are no longer used for statutory assessments. The purpose of this change is to ensure teaching and learning focuses on depth and breadth of understanding rather than focusing on reaching the next threshold, with gaps in knowledge remaining.

From July 2016, we will report to parents and carers and to other stakeholders externally, whether children at the end of Key Stage 1 and Key Stage 2 are working at the expected standard (expected), above the expected standard (exceeding) or below the expected standard (emerging) for their year group. Pupils in all other year groups will also be assessed according to this criteria and their achievements tracked internally.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





### **Forms of Assessment**

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period and nationally standardised summative assessment, which is used by the Government to hold schools to account.

#### **Examples of in-school formative assessment:**

- Question and answer during class,
- Marking of pupils' work,
- Observational assessment,
- Regular short re-cap quizzes,
- Scanning work for pupil attainment and development.

#### **Examples of in-school summative assessment:**

- End of year tests,
- Short end of topic or unit tests,
- Reviews for pupils with SEN and disabilities.

#### **Examples of nationally standardised summative assessment:**

- National Curriculum tests at the end of Key Stage 2,
- National Curriculum teacher assessments at the end of Key Stage 1.

Schools have the freedom to choose their own approaches to formative and summative assessment, according to what best suits their pupils, curriculum and staff. Guidance for schools can be found in the Department for Education document, 'Final Report on the Commission on Assessment Without Levels'. Interim Teacher Assessment Frameworks for the end of KS1 and the end of Key Stage 2 have also been published by the Department for Education, that are to be used when moderating judgements in Years 2 and 6.

### **Communication with Pupils**

Upwood Primary School Staff understand the importance of communicating with pupils their assessment findings in order to improve their learning. This is done through:

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





- the provision of effective feedback to pupils both orally and through marking (please see Marking Policy);
- the need for pupils to be able to assess themselves and understand how to improve. This is done through the use of success criteria and target setting. Pupils are aware of personal targets and encouraged to strive to meet these targets.
- SEND pupils are involved in setting their own IEP targets and reviewing these on a half termly basis.

### **Communication with Parents and Carers**

Upwood Primary School has an open door policy and all parents and carers are welcome to make an appointment with a classteacher, via the School Office, at any point in the school year. Parents and carers are offered a formal Parents' Evening appointment in October and February to discuss their child's progress.

Parents and carers of children who are part of the school's SEND register, are offered an additional appointment each term to review progress and set new targets. Each pupil receives their annual report in July, which gives detailed information about children's successes throughout the year and targets for developments. Although no formal Parents' Evening takes place during the Summer Term, parents and carers may make an appointment to discuss their child's report with class teachers, if they wish.

### **Moderation**

Judgements made by class teachers of the Early Years Foundation Stage and Years 2 and 6, continue to be moderated externally as determined by the Local Authority. Internal moderation of judgements also takes place in school on an annual basis. Upwood Primary School staff are also involved in moderation activities with other cluster schools.

The Senior Leadership Team moderate staffs' judgements by:

- planning staff meetings, where relevant according to CPD needs.
- supporting and monitoring work within the school on the consistent understanding of standards as defined in the National Curriculum.
- keeping up-to-date with local and national developments relating to assessment, for example, the publication of materials that might contribute to the understanding of standards by a school.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





- updating tracking database termly.
- ensuring intake folders are up-to-date.

### **Resources**

One of the resources we will be using to assess pupils from September 2015 is 'Assertive Mentoring'.

Assertive Mentoring provides weekly/half-termly skills checks in particular subjects, which a teacher can analyse easily for gaps in knowledge at both a class level and an individual level. Children can be provided with precise next steps for their learning. The results of the skills checks also provide information about whether children are working at the expected level for their year group.

### **Assessment Strategies Specific to Key Stage or Year Group**

#### **Assessment in the Foundation Stage**

Ongoing assessment is an essential aspect of the learning and development in the Early Years Foundation Stage. Children are assessed regularly about what they know in all development areas and how they learn against the three characteristics of effective learning.

These assessments involve the Foundation staff observing children in different teaching and learning contexts, including both adult focused tasks and child initiated activities. Observations are recorded in different formats (e.g. narrative style, short notes, whole class/group record sheets, photographs, annotations /stampers on children's written work, talking with children and learning journeys). Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Observations are also used to summarise each child's level of development in the Development Matters age-bands for all 17 aspects of learning. Judgements are made as to whether the child is:

- just working towards (emerging);
- comfortably working within (developing) or;
- securely working within (secure) a Development Matters age band.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





This continuous monitoring and assessment of each child's development begins with a baseline assessment which is undertaken within the first few weeks of the child entering school. Initial observations, together with information gained from discussions with parents and carers on home visits and with children's key workers in pre-school visits, all contribute to this baseline assessment. We continue to assess, record and update each child's level of development on tracking grids throughout the year.

At the end of the final term we assess each child's level of development against the 17 early learning goals as either emerging, expected or exceeding. On leaving the Foundation Stage, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of Personal, Social and Emotional development, Physical development, Communication and language, Literacy and Mathematics.

We share this information with the Year 1 staff to inform them about the children's readiness for the next year of school, including interests and how each individual learns best.

Parents and carers are invited to discuss their child's progress at consultation meetings in the Autumn and Spring Term and receive an end of year written report. Throughout the year, parents and carers are encouraged to contribute to their child's assessment by filling in 'magic moment stars' to record information about their child's achievements out of school. These stars, together with homework tasks, related to specific early learning goals, are then added to their child's learning journeys.

### **Years 1 – 6**

Staff at Upwood will be using a variety of methods to assess pupils, as outlined below for: Maths, Reading, Writing, Phonics and Science.

In addition to the following methods, all Year 6 pupils will undergo a termly testing week, where they will sit past Year 6 papers, under examination conditions. This will prepare Year 6 for the National Tests in May and provide further gap analysis opportunities.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





## **Maths Assessment in Years 1 – 6**

### **Assertive Mentoring Weekly Skills Check (Appendix 1)**

- KS2 will complete one check each week on a Friday.
- KS1 will complete a skills check each week over a Thursday and Friday (one check per week).

Teaching assistants and/or class teachers will record data from the weekly skills check using an electronic or hard copy of the record which is saved on the server. Each week, teachers will plug the gaps from the previous skills check.

### **Assertive Mentoring Half-termly Testing (Appendix 2)**

This will take place at the end of each half-term to inform planning for the next half-term. Data will be entered into a spreadsheet that calculates the total for each pupil and the total for each question; it also provides each pupil with a level of attainment.

### **KIRFs (Key Instant Recall Facts) (Appendix 3)**

Each child will have a record of highlighted KIRFs achieved; to be monitored by the subject leader at the end of each term.

## **Reading Assessment in Years 1 – 6**

### **Levelled Assessment Grid (Appendix 4)**

Reading will be assessed ongoing through individual reading, guided reading sessions, reading journals and comprehension, to assess different aspects of each pupil's reading.

### **Book Bands (Appendix 5)**

Pupils in KS1 and KS2 are tracked for their Book Band which have been aligned to the new National Curriculum expectations.

## **Writing Assessment in Years 1 – 6**

### **Levelled Assessment Grid (Appendix 6)**

Writing will be assessed termly using a grid devised by staff, to assess different aspects of each pupil's writing.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





## **Phonics Assessment in Years Foundation – 2**

Throughout Foundation and Key Stage 1, children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Children are tracked using Progress Tracking sheets and there is a 'Phonics Testing Week' each term to identify gaps in knowledge. Teachers use daily phonics sessions to monitor children's progress and assess how children are applying their phonics skills in their writing and reading.

In addition, the Year 1 children take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress with their reading and writing. The phonics screening check is then completed again in the following year.

## **Science Assessment in Years 1 – 6**

The teaching of Science incorporates three main areas: Biology, Chemistry and Physics. Each of these areas will be covered throughout each term, being taught through five different units. We use the Assertive Mentoring materials to assess the children's knowledge and understanding on a termly basis, which then enables us to plug any gaps in their learning, during the following term.

**The following additional assessments have been agreed by staff for all year groups:**

### All Subjects

Individual annual pupil reports for parents and carers, indicate attainment for all subjects, copies of which are saved on the school's server for the next class teacher to access (Appendix 7).

### SEN

Learning Plans and reviews are completed termly.

### Swimming

Swimming assessment skills sheets are used during the second half of the Summer Term during Swimming lessons (Appendix 8).

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.





### **Professional Development**

Professional Development will be provided for staff on assessment procedures, in line with the School Improvement Plan and Monitoring Calendar. The needs of the staff will be monitored by the Senior Leadership Team, who will decide how to meet any training issues. This may be done through whole staff in-house training, partnership planning and teaching or INSET courses.

### **Policy Review**

This policy will be reviewed in July 2017, by the Senior Leadership Team. We will ensure that our Assessment Policy remains a live document against which success can be evaluated to allow for continuous improvement and to provide the flexibility to adapt, particularly in light of Department for Education guidance.

UPWOOD - HUNTINGDON - CAMBRIDGESHIRE - PE26 2QA  
T - 01487 813510 / E - office@upwood.cambs.sch.uk  
Head Teacher - Mrs S Whitelaw B(Ed) M.A.

