

CASTLE PRIMARY SCHOOL

Congleton Multi Academy Trust

ASSESSMENT POLICY

REVIEW DATE: NOVEMBER 2022

Assessment is fundamental to teaching in order to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEND code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Assessment needs to be meaningful and manageable, and must have a positive impact on improving teaching and learning within the school. Assessment is a process which provides information on the achievements and experiences, identifying what children know, understand and are able to do, as well as offering guidance for future learning and development.

PRINCIPLES

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- to enhance pupils' learning and performance
- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

TYPE OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We track children against the National Curriculum and record progress as Working Towards, Expected Progress or Greater Depth.

SUMMATIVE

These formal summative tests occur each half term and are recorded on the school's tracking charts. We use PIRA, PUMA and GAPS termly tests which provide staff with standardised scores to assess our children. Rising Star half termly tests are also used. We shall also be introducing NTA assessments in Reading and Mathematics which will provide standardised scores.

We use a variety of tools and tests to identify individual and cohort performance that then informs both staff and pupils of their next steps, individual targets and planning.

Parent consultations are held three times a year to discuss and inform on pupil progress and is formally given in a written report in July each year.

Subject leaders use the whole school data to identify the needs of both individual and groups of children, thus enabling interventions and various strategies to be implemented to support future progress.

The SLT and Governors analyse all data thoroughly and at regular intervals to ensure that the school is on track to meet or exceed national expectations and the needs of individual pupils.

AFL

Teachers use a variety of strategies that help to inform them of their pupils current understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Mini whiteboard work
- Show of hands or 'thumbs up/down'
- Targeted questioning
- Marking that links to the learning objectives
- Children's comments both written and oral about their progress
- The use of CPS – Congratulatory, Problem/Puzzle and Next Steps

DIAGNOSTIC

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SEND Lead.

Assessment in the Early Years Foundation Stage

On entry to the school children will be assessed using the Early Excellence Baseline Assessment. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Pupils will be assessed using the Early Years *Foundation Stage Profile* (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

Prime Areas of Learning

Communication and language
Physical development
Personal, social and emotional development

Specific Areas of Learning

Literacy
Mathematics
Understanding of the world
Expressive arts and design

Characteristics of Effective Learning

Playing and exploring
Active learning
Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's planning
- Children's work/ books
- Teacher's/Teaching Assistant notes and evaluations
- Half termly tracking grids completed and analysed
- Termly in depth analysis of all subjects
- Pupil Progress meetings that include a review of each cohort and their data

- Monitoring of SEND pupils and those in receipt of Pupil Premium
- Monitoring G & T children to ensure provision has been allocated

MARKING

Marking should follow the school's marking policy. (See Marking Policy)

Marking is instrumental in ensuring that a personalised learning journey for all children is realised.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

For younger or SEND pupils this may require an adult to talk to them to explain what they need to do to progress further.

STANDARDISATION/MODERATION

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways.

- With colleagues in school through staff meetings
- With colleagues from other schools within CMAT
- Through working with the LA for end of Key Stage moderations

OBJECTIVES

Assessment should focus on both the needs of pupils and the teachers in the school. For this to be achieved:

Pupils:

- Understand what is expected of them, what they are learning and why they are learning it and how they will learn it.
- are able to explain what they are learning and talk about what a successful outcome will look like
- spend part of the lesson actively thinking about learning
- identify aspects of their work that they find easy or difficult
- are able to contribute to developing success criteria
- identify successes and the next steps in their own work and that of their peers
- make use of feedback from a teacher or peer to improve
- monitor their work against success criteria and know that they are making progress
- understand where and how their learning fits into the big picture
- ask questions about what they are learning
- able to think, learn and talk about how they learn best and what helps them to learn
- able to identify an aspect of their work that could become a personal target
- able to discuss their personal targets and the progress they are making

Teachers:

- promote a classroom ethos that values the views of pupils and involves them in their learning
- find out what pupils already know before starting a new topic and make links with their learning
- have clear learning objectives
- enable pupils to know what they are learning and how and why it fits into the big picture of the curriculum
- encourage pupils to spend part of the lesson thinking about their learning
- identify criteria for assessment;
- employ a wide variety of assessment techniques;
- provide pupil assessment information in a recording system that notes progress of classes, groups and pupils
- use assessment information to evaluate teaching and learning within the classroom;
- modify planning in response to assessment carried out;
- focus on relating marking to learning objectives and agreed targets;
- Celebrate achievement (in support of Behaviour Policy).

Methods

- Assessment should include a range of styles and focuses.
- Assessment needs to be continuous, with much of it being on-going and informal (and not necessarily written).
- Assessment should include both individual and group focuses.
- Formal examinations and tests should be part of the Assessment Cycle.
- It is recognised that ownership can have a positive impact on work, and, therefore, pupils should be given, with guidance, the opportunity to assess their own work and set their own realistic and achievable targets.
- Although staff will use a variety of methods to assess, there must be consistency throughout the school.

Planning

- Assessment should be built into the planning, including end-of-unit assessments; it should largely be measured against learning objectives.
- Assessment should also inform planning, assisting the direction of learning, and allowing curriculum areas to be revisited and pupils to be given further support.

Recording

- Much on-going assessment should be left to the professional judgement of teachers, and thus, a variety of recording methods will exist.
- However, there must be a degree of standardised recording, which will assist in tracking, continuity between different year groups, and comparison between different classes of same year group.
- Relevant marking policies for each Key Stage should be adhered to as part of standardised recording.

Reporting

- Assessment should be used to assist in the writing of Annual Pupil Reports, and any Interim Reports (especially for SEN).
- Assessment should also be part of the Target Setting cycle, being used to identify suitable areas to focus on for both individuals and groups.

Assessment procedures for new pupils on entry

Mid-year transfers of pupils from other schools can at times be significant. The impact on standards and target settings of these transfers is frequently to reduce our established targets.

Children entering early in the September term would join the class and their records scanned from the previous school. Any concerns might result in one of the appropriate assessments below. A child joining late in the Autumn term, or after would be assessed.

Children entering Nursery and Reception – Baseline Assessment

Children entering KS1 or KS2 – YARC Reading Assessment, Single Word Spelling, Sandwell Maths Assessment, possibly Verbal Reasoning

On entry all children from Y3 upwards must arrive with their KS1 SAT's results and information that includes their SEND provision or gifted and talented. All screening tests should ideally be completed within two weeks of the child joining the school and results recorded on our tracking system.