Ashleigh Primary School and Nursery, Wymondham

"We are all stars, Ashleigh makes us shine"

ASSESSMENT POLICY

Persons Responsible – Headteacher

Date of Policy: January 2016   Next Review Due: January 2019

Adopted by Full Governing Body

Signed ....   **Date** ....

Chair of Governors

Review completed ....

Review completed ....

Review completed ....

ASSESSMENT POLICY

Why assess?

Children's progress is closely monitored at Ashleigh in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data;
- to allow us to benchmark our children's achievement against other schools to monitor our impact.

Aims of our Assessment Policy

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements, Ashleigh began to assess the curriculum using age appropriate statements based around the new National Curriculum. This approach drew upon the NAHT KPIs, HGfL work and Pupil Asset approaches. The school is conscious that this is the first step in evolving our assessment approaches. The publication of *Final report of the Commission on Assessment without Levels* in September 2015 and subsequent discussions with other schools have driven this policy.

Due to the ongoing changes in assessment and the development of good practice being continually reviewed this policy will be reviewed annually. It will also include 'developmental goals' showing areas that the school is currently reviewing and improving.

Assessment at Ashleigh

Staff at Ashleigh have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Nursery Learning Journeys

Nursery staff will informally monitor development and keep detailed records in the form of a learning journal. This information is shared with families and either transferred to the reception team or to the child's new school. The Nursery team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - beginning, developing or embedded within the appropriate 'Age and Stage' band for each individual child. Most nursery children are working within the 30-50 month stage. These are kept on the whole school Pupil Asset tracker and reviewed by

> **Development Goal:** The Nursery will move to digital learning journals. This will allow increased opportunity for parent involvement and improve transition to

the Head of Nursery, Assistant Headteacher for EYFS and the Headteacher.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to a digital assessment profile (as of November 2015) for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - beginning, developing or embedded within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on the school's Pupil Asset system. Insights will be shared at parent consultation meetings.

At the end of the EYFS, children are assessed in line with statutory requirements as 1, 2 or 3 (emerging, embedded or exceeding). This is recorded in our internal tracking system, however, where 'emerging' provides insufficient detail we use the development matters statements (eg 40-60 developing) to ensure accurate reflection of achievement and start point for KS1.

Year One phonics check

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. An internal phonics tracking system is used to monitor children's progress in phonics and to target provision.

SATS

Children in Year 2 (and from 2019 Year 6) are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The school has reviewed the interim assessment guidance for 2016. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Marking identifies where children have achieved the objective and will give guidance on how to further improve work using our Purple Pen of Progress. Children, where suitable, self and peer assess and reflect on their learning using our Think in Pink approach. See separate Feedback Policy for more information.

Assessment in KS1 and KS2 is recorded in class assessment file. This is used as part of the teaching and planning process on a daily/weekly basis. These sheets allow teachers to identify when they have seen children demonstrate understanding in a particular area and when what level of support they needed. To reach age related expectation at the end of the year in a Key Performance Indicator (KPI) children must show they can work securely and independently. The school (using exemplar from The Wroxham School) has then provided guidance on a progress in terms of level of support (see appendix example) which then matches the Pupil Asset colour coding system to record the KPIs. These are recorded 3 times per year and tracked on Pupil Asset. When the assessment sheet is completed, different colours will be used in each term to show progress. Teacher's then use these to inform their summative termly judgement which is added separately in the 'Results section' A child would be in line with age related expectations if they are at 'developing' for their year group at the end of the summer term.

Each key performance indicator should be assessed on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'exit tickets', class quizzes, guided group sessions etc. Our assessment folder proforma provides the opportunity to link chilli challenges to assessment opportunities.

To support teacher assessment and to measure impacts of initiatives we use standardised testing materials three times per year (NFER, PUMA and PIRA). These are not used to decide the teacher assessment nor are they reported to parents or children. They are used to provide a prompt for moderation and discussion between our teaching teams and to support us through the transition and changes in assessment being experienced in all schools nationally.

Assessment information will be used to inform planning and to identify children who may need extra support. It will contribute to Pupil Progress meetings discussions and toward accountability data.

> **Development Goal:** Our current system was planned with staff in the second half of the Autumn term 2015 and will be implemented and embedded in 2016

The transition to a new curriculum

Our internal tracking of pupil progress is key to monitoring the achievement of pupils across the school. We ensure data is as accurate as possible by triangulating different pieces of information. Our 2015/16 Year 3 were assessed at the end of Y2 on the old curriculum and that result alongside PUMA and PIRA testing and the 2016 KS1 interim standards have been used to determine their Start of Y3 assessment under the new curriculum. The purpose of this is to provide clear tracking of progress against new higher expectations.

Family consultations

Family consultation evenings take place in the autumn and spring terms for children in nursery through to Year 4. Children should contribute to these conversations in either a verbal or written format. If the parents are happy, children can attend the meetings.

Learning Review meetings

> **Development Goal:** At present we plan to introduce Learning Review meetings for all children in Years 5 and 6 to be held twice a year. This is an opportunity for children, families and teaching teams to discuss the progress being made. Children should prepare either a written contribution or short presentation about their learning.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

> **Development Goal:** After consulting with our parent forum we will provide termly progress reports to parents. These will report on the characteristics of effective learning and on achievement and progress in core subjects (see Appendix 2). These have been designed to minimise the impact of teacher workload and will replace the need for signed and written records of parent consultations.

Inclusion

Ashleigh is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Manager, parents and external agencies (where appropriate) to plan tailored support

We use Personal Support Plans, where appropriate, which are reviewed with the child and parents termly. Danni Lacey, Inclusion Leader, is available to provide advice to staff and families. We also maintain a list of 'Amber' children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate cluster SEND policy for more information.

This policy should be read in conjunction with:

- Feedback Policy
- Learning Policy (ready Spring 2016)
- Cluster SEND policy

Appendix 1:

record sheet

Appendix 2:

KPI: Limited use of inverted commas to punctuate direct speech.			
No understanding/ knowledge (PA white)	Emerging: At an early stage of development (support needed)	Securing: Growing ability and independence (some prompting needed)	Secure: Exhibits the skill independently
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Ashleigh Primary School and Nursery

December 2015

Child's Name: _____

Class: _____

Termly progress report:

Characteristics of effective learning:

		Not Yet	Occasionally	Frequently	Always
Engagement	Is keen to find out information and explore ideas				
	Is willing to 'have a go'				
	Good peer interaction				
Motivation	Maintains focus and concentration				
	Perseveres				
	Shows desire to achieve a goal				
Creating and	Solves problems				
	Thinks of their own ideas				
Thinking critically	Makes links and predictions				
	Reflects on their own learning				

Attainment:

	Reading	Writing	Maths
Working above age related expectation			
Working at age related expectation			
Working towards age related expectation			
Working below age related expectation			

Next Steps

English: