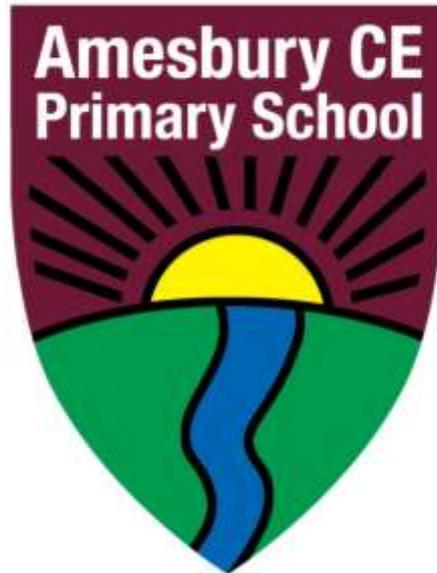


# Amesbury CE Primary School

## Assessment Policy



Adopted by Governors:

Adopted by Staff:

Review Date:

Signed Chair of Governors:

## Amesbury CE Primary School, 'A Place Where Every Child Matters.'

### Assessment

At Amesbury CE Primary School we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child.

Assessment for learning is embedded throughout the school.

*'AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.'* Assessment Reform Group.

Assessment is a continuous ongoing process. It happens all day, every day, as part of teaching and learning.

#### The purpose of assessment is:

- To enable all children to progress
- To support children in taking ownership of their learning and progress
- To inform future planning, teaching and curriculum development
- To provide information to ensure continuity and progression when a child changes school or year group.
- To inform parents and the wider community of pupil achievement.
- To summarise attainment.
- To comply with statutory requirements for record keeping, assessing and reporting.

In addition, assessment may support teachers, the SLT (Senior Leadership team) and Governors in monitoring and evaluating the effectiveness of teaching and learning and the school's deployment of resources.

Assessment at Amesbury CE Primary School involves:

- 1) Formative Assessment /Assessment for learning** which is ongoing as part of the everyday teaching and learning. It identifies the next steps needed to make progress.

This includes the use of:

- Questioning and discussions (child and adult led)
- Observations of play and learning (including photographs)
- Listening to and questioning readers.
- Marking children's work
- Feedback to learning (written and verbal) identifying strengths and the next step.
- Peer and self-assessment
- Ensuring all children know what they are learning (Learning Objective) and the steps to success (Success Criteria)
- Homework and information from parents.
- Annotations being made on teachers and Teaching Assistants planning to inform future learning.
- Praise and celebration of achievements to raise self-esteem.

- 2) Summative Assessment/ Assessment of learning** is snapshot testing which establishes what a child can do at a particular time. It provides data for measuring progress and attainment of pupils. It is also used as a diagnostic tool to identify gaps in pupils/ cohort's knowledge and understanding and identifies the strengths and weaknesses in specific areas of learning or of specific groups of pupils.

At Amesbury CE Primary school we use a range of statutory and non-statutory tests to do this. These include:

- SATS papers (Statutory and Optional)
- Phonics Screening Checks
- Rising Stars Progress Assessments
- YARC Reading
- SALFORD reading tests
- VERNON spelling tests
- Early Excellence (EYFS)
- Early Years Foundation Profile.
- The 'Big Write'
- Assessments devised by specific Intervention programmes eg Success at Arithmetic, Sandwell Maths, Sound Discovery, times tables tests, spelling tests.

**Teacher Assessment** is used to inform both formative and summative assessments. Teachers use their professional judgements and personal knowledge of the children to help them analyse in detail pupils reading, writing, (including grammar, punctuation, vocabulary and spelling), maths, science and RE to identify next steps for further improvement.

### **Attainment**

Attainment with life without levels will be judged against the New Curriculum Objectives. In each curriculum subject area/strand/ early learning goal a child will be identified as:

- 'Emerging' - not yet meeting the age expectations
- 'Expected' - meeting the age expected objectives
- 'Excelling' - working beyond the age expected level.

National expectations are that approximately 85% of all children will reach 'Expected' for their chronological year by July.

Children who are assessed as 'Excelling' will reach 'Expected' by Easter.

### **Moderation Meetings**

To ensure consistency across the school termly moderation meetings are held within school and within our cluster of schools in English (Writing), Maths and Early Learning Goals against the New Curriculum objectives.

### **Data analysis.**

Data is recorded using 'The Wiltshire Tracker and 'Rising Stars Progress Tracker. Early Excellence is also used to record the Baseline assessments on entry in EYFS.

Data is analysed at the end of each term by the Assessment Manager, English and Maths subject leaders. Trends across cohorts, vulnerable groups, key stages and subject areas are collated. Findings are fed back to the Head teacher and to the Governors.

**Pupil Progress meetings** are held with the class teachers to identify children and groups of children who are making good or better progress and to agree interventions for those pupils who are not making expected progress. These interventions are then identified on the class provision maps.

### **Curriculum Targets**

All pupils will be set targets for writing. Writing targets will be set on an individual basis following 'Big Writes'. They are recorded on bookmarks. Maths Passports inform the children what they have to do next to up-level their maths.

The teacher sharing the Learning Objective (LO) and Success Criteria (SC) with the class identifies the targets for all lessons.

### **Reporting to parents**

We recognise that if children are to succeed, parents will play a full part in their child's education. In order to do this they need to be kept informed of their progress.

At parent consultations we inform parents of their child's overall ability and rate of progress. We discuss ways forward for their child (targets for future learning) and how the parents can support this at home.

Parents are welcome to make appointments with their child's class teacher/ SENCo/ Nurture Group manager at any time of the year to discuss their child's progress. We encourage parents to contact the school if they have any concerns about any aspect of their child's work.

A full report for each child is given to the parents/carers at the end of the academic year. The report gives details of attainments, targets for future learning, end of Key Stage Test results (Year 2 and Year 6), Year 1 phonics and Year 2 Phonics retake results; and Achievement against the Early Learning Goals (EYFS).

### **Monitoring and review**

The Assessment coordinator is responsible for monitoring the implementation of this policy and its review.

Date written : January 2016

Date of review : January 2017

Agreed by the Governing body

Signed .....

Date:.....