



Assessment Policy - November 2016

What do we need from assessment information/data?

1. Information for pupils about what they have achieved /next steps (formative/AfL).
2. Information to help the teachers plan ongoing learning (formative/AfL). .
3. Information for Head/Governors/external monitoring for tracking standards in school (summative).
4. Information for parents about their children's attainment and progress (formative, via learning reviews; summative, via end of year reports).

Key Principles:

- **Assessment is all about ensuring maximum progress for all learners.** Teachers need to assess what children know and can do to enable them to plan learning opportunities (and support) that reflect the needs of all learners at our school.
- **Assessment information is only accurate and valuable if it is based on the way children respond to engaging and relevant learning experiences.** Assessment is not about solely labelling children's achievements; it is much more concerned with supporting children in making the next steps in their learning.
- **We need to have a way of tracking and demonstrating progress within and between year groups,** so a scoring/summative mechanism needs to be built in to our assessment system. We need to have a way of reporting on the attainment and progress of groups of children in our school to enable us to look at strengths and weaknesses and adapt our practice as a whole school where necessary
- **Day to day formative assessment to inform planning and teaching is vital.** This involves teachers given feedback to children relating to what they have achieved and the areas they should be working on. This type of assessment is the most crucial in enabling progress to take place. More information can be found in the school's teaching and learning/marking and feedback policy (appendix 1).
- **Our assessment system needs to be able to provide parents with information** about their child's learning in a way that is accessible and easy to understand

Development Stages (PITA model)

Our assessment system has six stages of development:

Number	Colour	Description
1	Red	Is working on P-Scales. These children are likely to be on the SEN register or have EAL.
2	Orange	Is not accessing the curriculum without extra support and scaffolding. The child has significant gaps in their learning and may often complete tasks that are different to the rest of the class. They struggle to embed concepts and cannot apply their learning independently. These children are likely to be on the SEN register or have EAL.
3	Yellow	Is on track to meet some of the end of year expectations. Is able to learn new concepts and is starting to apply their skills independently but not consistently. Makes errors but is usually able to improve work following feedback and support. Working towards the expected standard.
4	Green	Is on track to meet most of the end of year expectations. These children are successful learners, at their year group level, showing a good understanding of the majority of objectives taught. They are usually able to learn new skills and use them accurately; however, they may make occasional errors when applying their learning in other contexts. Working at the expected standard.
5	Blue	Is on track to meet all of the end of year expectations. These children are almost always successful in understanding key learning and are able to apply their skills in a variety of contexts, making very few errors. Can often explain or justify their ideas. Working at greater depth within the expected standard.
6	Purple	Is working at a level beyond that of the year group that they are in. Their skills/knowledge is at a level that enables them to successfully access content that is taught from higher year groups. They are recognised as having particular talents in this subject. Working well above the expected standard.

- On a termly basis, teachers will make a judgment regarding the PITA stage each child is working at for Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Maths.
- This overall termly judgement is based on a range of information including tests scores and the day-to-day work of each child in the classroom relating to these subjects. The judgement is always made in relation to the objectives in the curriculum that have been taught up that point in time. Moderation of work within and across year groups, and with other schools, ensures summative assessments are objective and accurate.
- It is expected that the vast majority of children will be assessed at PITA score 3, 4 and 5. As suggested in the National Curriculum, children who are working above the expected standard should be given opportunities to broaden/deepen their understanding of the curriculum for their year group. Therefore, only exceptionally able children will be assessed at PITA 6.

Tracking

The school uses an online tracking and analysis tool (*this is currently Pupil Asset but is likely to be School Pod in the near future*). It should be completed by teachers on at least a termly basis and a development stage recorded against each of the key objectives that have been taught. These assessments (along with other evidence) in turn allow teachers to make an overall judgement about which development stage (PITA) a child is at in reading, writing, GPS and maths.

Pupil progress meetings

Year Group Leaders hold pupil progress meetings with individual year group colleagues each term and prepare action plans which identify which individuals and groups are not making sufficient progress and outline what will be done to address the issues. The assessment data and action plans will be shared in meetings between individual year groups and the Deputy Head/Assessment Lead and monitored by the Headteacher and governors.

Tracking and assessment data can also be used to identify possible areas for staff CPD.

Reporting to parents

Pupils' progress and attainment will be reported to parents via learning reviews in January and May of each academic year. Learning reviews involve parents, teachers and pupils discussing the child's progress, strengths and areas for development in a 15 minute meeting. They should be focussed exclusively on *learning*.

At the end of each academic year, parents will receive a written report with a judgement about which development stage a child is at in reading, writing and maths ('working towards the expected standard', 'working at the expected standard' or 'working at greater depth within the expected standard') and general comments, including about progress and achievement in other subject areas, as well as about behaviour, attitudes, achievements and contribution to school.

An interim report is also sent out in January to all parents; this is a condensed version of the end-of-year report. It contains information regarding progress against the key objectives and an overall statement of attainment for reading, writing and maths.

Ensuring Consistency

It is important that we moderate and check our own judgements. This will build up and improve over time and will happen in the following ways:

- Regular work scrutiny within year groups and across the school (by YGLs, DHT, HT and English/maths subject leaders in year group meetings and staff CPD meetings)
- Termly moderation/monitoring of DNAs and tracking info (Pupil Asset) through pupil progress meetings (carried out by YGLs and DHT; monitored by HT and Govs).
- Joint moderation sessions with another junior school (e.g. Drayton Junior). This will ensure that our understanding of the expected standard for each year group is the same as another school's (whole staff + maybe 1 or 2 governors).

The Role of Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children. The Children, Curriculum and Standards Committee (CCS) will have opportunities to explore aspects of practice and outcomes in more detail in a variety of ways. The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2. Areas of weakness/concern will be addressed in the School Improvement and Development Plan.

Policy reviewed: December 2016

Next review: January 2018