

Assessment Policy

Introduction:

Assessment lies central to the curriculum and to the learning process. It underpins our teaching, informs us of our next steps and ensures that each child achieves his or her potential. We follow an annual timetable of assessment and review (see Appendix 1).

At Edale Rise, we believe that:

- Assessment should be firmly rooted within the teaching and learning process
- Systems and strategies should be regularly reviewed and modified so that they meet our aims
- All assessment should be manageable and unnecessary repetition should be avoided
- All assessment should serve a purpose
- Assessment should include unexpected outcomes and achievement beyond the academic curriculum
- Assessment should be non-threatening and should encourage children to review their own progress and agree their own targets
- Parents should be informed of assessment outcomes

Assessment in Early Years Foundation Stage:

In the Early Years Foundation Stage, a variety of assessments are completed in order to gain a working knowledge of each child, cater for their individual needs and highlight the progress they make. All children are assessed against the Early Excellence Baseline in the first 6 week of the year.

- On entry, staff observe the children during child initiated and adult directed activities. These observations, as well as information gained from parents, help to form the baseline assessment for each child. Baseline assessments are completed within the first few weeks of the child starting school and are uploaded onto SIMS so that progress can be monitored. The children are assessed using the Local Authority's 'Tracking and Transition' document.
- Teachers complete the Tracking and Transition document for all children termly at the half term point. Following internal moderation, this information is uploaded onto SIMS.
- At the end of the academic year when a child turns 5, teachers complete the Early Years Foundation Stage Profile (EYFSP). Each child is assessed against the 17 Early Learning Goals (ELGs) and is judged to be at one of the following levels: emerging, expected or exceeding.
- The EYFSP results together with the Tracking and Transition document are used to support the Year One teacher to provide an effective and appropriate curriculum for each child
- Staff report on the 'Characteristics of Effective Learning' for each child through the school reports and during transition meetings.

Reviewed by Leadership Team: Autumn 2016

Reviewed by staff: Autumn 2016

Next review: Autumn 2017

- All of these documents are used to inform staff of each child's education needs and helps with differentiating tasks for different ability levels.

- Termly Class Conferences where the Head Teacher and key staff discuss and identify individual needs of all pupils. Small groups with similar needs are then given extra support.
- Staff complete ongoing assessments that are more closely linked to daily learning and teaching. Assessment grids are filled in on key learning areas to assess a child's level of development. They are then used to inform future teaching of the same key skill. These are completed using a traffic light system and usually include an extension activity for more able children. On a more informal level, staff discuss children's needs and future action with colleagues and parents.
- Twice yearly assessments of EAL children
- Children in FII are set Literacy and Numeracy targets where appropriate. They are shared with parents and reviewed termly, or when a child has achieved them.

Assessment in Key Stages One and Two:

In KS1 and 2, assessment for learning plays a key role in the way in which teachers support individual progress. There are a number of ways in which teachers make assessments on individuals and groups of children.

- Termly interim tests in English and Maths to track progress
- Independent writing task at the end of each unit
- Observation of a child during an activity, individually or as part of a group
- Termly Class Conferences
- Twice yearly assessments of EAL children
- Examining work or outcomes (individual teachers or whole staff)
- Assessing, marking and dating work, products and outcomes. Work may be marked against the learning outcomes for the lesson or scheme of work. Marking should be verbally shared with the child. (see Marking Policy)
- Assessing progress in reading through the school's 'Benchmarking' programme
- Talking with children, individually or in groups.
- SATS and optional SATs tasks and tests and analysis of results.
- Teacher assessments of other subjects
- Encouraging children to reflect upon and assess their own achievement or progress
- Agreement trialling of a finished product by moderation across phases and in a variety of subjects. This will form part of a school portfolio.
- Whole staff work analysis within a curriculum area.
- Using the plenary to assess learning.

Recording and Marking

- In Maths and Literacy, learning is assessed against the lesson objectives and a traffic light system of highlighting is used
- Non-negotiables for Maths, Reading and Writing are assessed and the outcomes for each objective are added to SIMS as Emerging, Developing, Secure or Greater Depth. A 'best fit' judgement is made for each subject.
- Key objectives grid for Science, completed termly for 3 children (LA, MA, HA). These children are tracked through school
- Special Needs records as agreed in the Special Needs Policy
- EMAG records

- Trackers and profiles -using the school's own analysis based on assessment data, completed half termly
- The Early Years Foundation Stage Profile, which provides a full record of a child's progress through the Foundation Stage.
- Target Setting. Annual Performance review will set school targets for KS1 and 2 pupils each year, based on all available assessment data.
- End of Year Reports. Every statutory school age child will receive an end of year report. Teachers will report on progress in core areas, as well as identifying areas of strength and weakness in each child. Teachers will also set individual targets for each child.

Assessment of other Subjects in Key Stages One and Two:

Informal teacher assessment is used to inform activity planning. Subject leaders are responsible for monitoring and evaluating overall standards of teaching and learning in their subject(s). Children's achievement in Foundation subjects is assessed against the Learning Objective (WALT) by RAG rating the objective of a given lesson or Scheme of Work and is recorded via marking or teacher comments.

Some children are assessed using the non-negotiable objectives of a lower year group, as appropriate. Children are sometimes assessed for areas outside the NC, for example, their level of engagement. Staff use the Pivats scheme for this purpose.

Marking:

Marking is an integral part of the assessment process. A whole school Marking Policy is in place.

Roles and Responsibilities:

Phase and Subject Leaders:

- Monitor and evaluate assessment systems in a specific phase or curriculum area
- Support staff in assessing pupils, identifying training needs and facilitating training
- Write and implement an Assessment and Review timetable for each Phase
- Identify and implement strategies for assessment in curriculum areas
- Analyse assessment data, identify areas for development and incorporate them into the Phase or Subject Development Plan.
- Report to the Governing Body as appropriate

Head Teacher:

The Head Teacher, working closely with the Phase and Subject Leaders will:

- Develop assessment systems in school;
- Keep the Governing Body informed of developments in the subject;
- Facilitate training for staff or individuals;
- Monitor the quality of assessment in school;
- Support the DHT (Assessment Leader) to analyse assessment data, identify areas for development and incorporate them into the School Development Plan.

Governing body:

It is the role of the Governing Body to:

- Link with Phase and Subject Leaders and the Head Teacher to monitor assessment systems in school

This policy is updated by the Leadership Team and agreed by staff on a three yearly basis.

Appendix 1: Assessment timetable

Autumn Term	<p>Entry profiles in FI Tracking and Transition document for EYFS updated FS Phonics and Maths trackers updated Baseline tests completed in Y1-Y6 KS1 and 2 Maths, English and Science assessments Phonics and Spellings assessments Moderation meetings Individual targets in Reading Writing and Maths for all KS1 and 2 children set and shared with parents Class Conferences Provision maps updated Assessments and targets shared with parents Update EMAG records Individual targets monitored (KS1 and 2)</p>
Spring Term	<p>Entry profiles in FI Tracking and Transition document for EYFS updated KS1 and 2 Maths, English and Science assessments Mid-year mock SATs Y2 and Y6 Phonics and Spellings assessments Moderation meetings Provision maps updated Class Conferences Individual targets monitored (KS1 and 2)</p>
Summer Term	<p>Entry profiles in FI Tracking and Transition document for EYFS updated SEN review/ Provision maps updated KS1 and 2 Maths, English and Science assessments/ SATs / optional SATs Phonics and Spellings assessments EYFS T&T updated Moderation meetings Class Conferences Update EMAG records Individual targets evaluated Annual Reports to parents, including targets for next term Transition meetings to take place and all individual/class records to be passed to new teacher (penultimate week of term) Analysis of assessment data</p>

Appendix 2: Assessment guidelines:

Assessment Guidelines 2015-2016

Roles and Responsibilities

All assessment is overseen by Sharon O'Connor, Head Teacher.

Clare Orridge, Deputy Head Teacher (Assessment Leader):

KS1 & KS2 Data Analysis and Feedback:

- Progress and Attainment analysis, including group specific and gaps analysis
- Year on year analysis

Kirsty Reynolds, Foundation Stage Leader:

Foundation Stage Data Analysis and Feedback:

- Progress and Attainment analysis, including group specific analysis
- Year on year analysis

Core Subject Leaders:

Clare Orridge (Maths), Rachel Welton (English)

Sarah Brittain (Science)

Subject Analysis and Feedback:

- Monitor progress and attainment across school (FS, KS1, KS2) through tracking systems (whole class Maths and English, 3 children per class for Science).
- Strand level analysis to identify strengths and areas to develop across whole school/specific classes

Sue Pawluk, Inclusion Leader:

SEND analysis (in conjunction with HT, DHT, FS Lead)

Class Teachers:

- Knowledge of whole school improvement priorities
- Target setting with Head Teacher
- Half termly assessment tracking of R, W, M, SP&G, Science.
- Assessment record keeping
- Use of class data and daily AfL to inform planning, including for groups/individuals
- Share targets with parents and pupils

Teaching Assistants:

- Knowledge of whole school improvement priorities
- Knowledge of class targets
- Support with record keeping and class assessments
- Support with planning for groups/individuals with class teacher

Foundation Subjects to be assessed by class teachers through planning and marking (curriculum maps, RAG objectives).

Subject Leaders to monitor coverage, progress and attainment and report to Leadership Team.

Assessment Cycle

Assessment tracking records will be updated half termly for all children for Reading, Writing, Maths, Spelling & Grammar, using 'tagged' objectives. These are known as non-negotiables and will also be used as targets for children to work towards.

An independent writing task will be carried out half termly.

Maths interim tests will be carried out termly.

Assessment data for selected objectives may be added to the tracker at any point during the half term, e.g. at the end of a week, a unit of work or half termly, as long as data is updated by the half termly data deadlines (see diary dates).

Assessment grids will be completed half termly for 3 children per class for Science.

Assessment Moderation will take place throughout the year in phase and staff meetings led by Leadership Team or Subject Leads.

Evidence for assessment should be present in annotated planning/ records / books / guided and group work / post its and observations.

Assessment Records Checklist

Assessment folder, containing:

- Class Attainment Tracker & Pupil Profiles (R, W, M, SP&G)

- Maths interim tests / arithmetic tests scores

- Phonics/Spellings assessment data

- Science assessment grids

- Any other assessment information/data analysis given out by Assessment/Subject Leads

Day file, containing:

- EMAG levels and targets

- SEND Provision maps (individual and class)

- Class conference information (including well-being scores)

Reading folder (with Benchmark information and Reading Comprehension scores)

Independent Writing folders

Blue Folders

FS observations collated using 2BuildAProfile

Teachers may wish to keep observations, etc. in the Assessment File or in a separate file, for example with planning, if this works easier in their classroom.