

# KINGSMOOR PRIMARY SCHOOL

## ASSESSMENT POLICY



### AIMS

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- To recognise the positive achievements of a child and plan the next steps of learning
- To identify learning difficulties quickly so appropriate help can be given
- To systematically record the overall achievements of the child
- To monitor the school and child's achievements
- To understand and comply with the legal requirements for record keeping, assessing and reporting

### Assessment for learning – Rationale

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupil's achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

### Assessment for learning in practice

Teachers should:

- Share the learning objective of the lesson, known as the focus (F). By sharing the focus with the class the children will recognise what they are trying to learn and why.
- Use the smiley face system to reflect whether the focus has been met or partially met.
- Pupils need to know and recognise the standards they are aiming for.
- It is essential the teachers are clear about the expectations and communicate these to pupils.
- Use Success criteria, in various forms: written, verbal, group. They can be used to aid pupils in reaching the focus.
- View the process of completing a piece of work to be as important as the outcome.
- Model and share ideas of quality.
- Involve students in self-assessment of their own work and the evaluation of the work of others (peer assessment) in relation to given success criteria.
- Enable pupils to have clear, detailed targets for improvement by providing appropriate feedback.
- Use questioning which will identify gaps and extend the learner.
- Adjust teaching to take into account the results of assessment for learning.
- Mark selectively by concentrating on the focus of the lesson

## **Marking and feedback**

Children follow the Kingsmoor's marking and feedback policy. The children aim to reach the given focus for the lesson which is stated at the start of their work. During a piece of work, children will follow success criteria which enable them to reach the desired outcome, this could be verbally given or in a written format, symbols or pictorial in Foundation Stage and Key Stage 1. They will also reflect and respond to feedback given, editing and making alterations in order to improve the quality or accuracy of their work. At the end of each session children will self-assess against their focus with a smiley face if it has been achieved. Specific annotations show how a child has worked independently or with adult support and also identifies any next steps of learning. See Marking and Feedback policies for staff and pupils.

Teacher's marking of children's work will help inform their assessment of each child. These assessments are recorded on School Pupil tracker or Tapestry in Foundation Stage.

## **Tracking of progress**

In Years 1-6 Teachers track children's progress using School Pupil tracker, an online tracking system. All core subjects, Maths, English and Science are tracked using this system as well as ICT. Milestones are followed for foundation subjects and teachers track progress against these. In Foundation Stage and Year 1 the teachers use Tapestry, an online learning journal and tracking system. This forms part of the teacher's on going, day to day assessment of children, enabling them to make judgements about where a child is in relation to a specific learning objective. A judgement will be based on whether a child is working towards, has mostly achieved, has achieved or is working at greater depth. Teacher's record keeping of intervention groups, phonics, spelling, 55 club and Athletics/Moon Maths also show areas of progress across cohorts.

At the end of each term, teachers assess against the Key objectives which are priority objectives decided by the school in each core subject. Teachers will state whether each child is on track, not on track or exceeding in these particular areas of learning. In Foundation Stage the teacher assesses against the development matters statements for each area of learning. This data is analysed by the senior leadership team at pupil progress meetings.

## **Moderation**

Teachers work closely within their Key Stages, discussing and analysing children's work in order to feel confident when making judgments about the children's learning. Language used to track progress: working towards, mostly achieved and achieved is used and enables staff to know what it 'looks like' to be mostly achieving, or achieving and therefore 'on track.' 'Working towards' would imply the child is not yet on track. Termly, the staff sample children's work in the core subjects, identifying criteria needed to be 'on track' in a particular year group so that end of year expectations will be met. Government end of Key Stage expectations are used to ensure key objectives are present. A portfolio of evidence is gathered for future reference.

Within the Bower cluster group, teachers have the opportunity to meet with other teachers from different schools to moderate work samples and discuss assessment and progress.

## **Pupil progress meetings**

Each term teachers meet with the Head teacher to discuss the progress of their cohort. Teachers indicate whether the children are on track or not on track in relation to the objectives taught for that particular term. Pupils with particular strengths are identified and progress made from intervention strategies reviewed. In addition, pupils with specific needs

are discussed and ways to close the gap identified. From this discussion, data is derived to show progress made by that cohort during that term and key concerns addressed.

### **Interventions**

All SEND children within the school have an IEP/Pupil Passport which has been written by the class teacher and may incorporate specific targets that link to their next steps in learning. In addition, for those children not on track in each year group, intervention groups are implemented. These can take place within a lesson, where specific focus is given to a particular key objective over a period of time. They also take place in addition to the literacy and numeracy time during the afternoon timetable where children are withdrawn in order to focus on these key objectives. Such interventions focus on: spelling, phonics, handwriting, maths, writing, grammar, ILI (reading, writing and phonics.), SEMH issues (Malachi), social emotional.

### **Curriculum targets**

Specific curriculum targets are set yearly, dependent on the priority for the school in the School Development Plan (SDP). All staff are made aware of this priority raising awareness, giving extra time, training, timetabling and resources to all staff to improve standards.

### **Target setting**

Targets are set in each class for the core subjects. Children are aware of key areas of learning which they will be focussing on for a set amount of time in order to improve. Consequently, this aims to raise standards and enable children to have a secure knowledge and understanding through focussed work.

In Numeracy, the whole school work on Mathletics/Moon maths booklets which focus on mental maths objectives. These act as targets which are sent home for children to practice and children are tested in school as part of their Mathletics/Moon Maths lessons.

In Reading, Writing and spelling, key targets are explained to individual children, depending on ability, these could correlate with a child's intervention work and home learning. In Reception and Key Stage 1 children have reading targets which match the levelled colour bands of the books.

Individual targets and next steps are set as part of the assessment for learning process in day to day classroom teaching.

### **Statutory tests, end of Key Stage expectations and analysis of data**

Statutory tests are administered as appropriate throughout the academic year.

During and at the end of an academic year, the senior leadership team analyse data and review the academic year. Test papers from Key Stage 1 and Key Stage 2 are reviewed and key areas of learning for the school are identified. Published data on Raise on line and the School dashboard is analysed carefully and findings reported to staff and the governing body. From this analysis and discussion a curriculum target will be derived and implemented onto the school development plan.

### **Reports to parents and consultations**

Parents are welcomed to speak to their class teacher when needed. Formally, they are invited in during the Autumn term and Spring term to meet with their child's teacher and find out how their child is progressing in relation to their year group's age related expectations. Parents will be informed as to whether they are on track or not to meet end of year objectives. They will be advised of any intervention programmes that are underway and will be given key

target areas for their child's next steps of learning and how they could support these areas at home. Home learning is discussed ensuring that the parents fully understand and can therefore support their child's learning. The child's learning journey will be shared with the parents and parental written comments received.

At the end of the academic year the parents will receive a written report stating the child's attainment in all curriculum areas. The report shows a scale of whether they have met their end of year expectations, Secure (S), Developing within them (D) or Emerging (E). In the Foundation Stage parents will be informed whether their child is Exceeding, Expected or Emerging towards the Early Learning goals.

### **Celebrating achievement**

Each week the progress a child has made during that time is celebrated during a special assembly. Children receive certificates which are displayed in school then taken home.

The learning journeys are special folders which enable the children to choose pieces of work of which they are proud. The folder will be added to as they progress through the school and will demonstrate the progress each child has made throughout their time at Kingsmoor. Tapestry is used in Reception and Year 1 to capture learning which is shared with parents instantly and gives them the opportunity to comment.

Kingsmoor scholars meet with senior leaders to discuss their learning and show the progress they have made. This also enables the senior leaders to monitor the work throughout the school on a regular basis.

### **Transition**

At the end of each academic year the teachers are given time to transfer all assessments and data to the new teacher. Pupil tracker is updated and clear guidance is given as to who has met end of year expectations and who has not. This will inform teacher's planning and intervention work for the start of the new academic year. Information regarding Year 6 pupils is transferred to the relevant secondary schools and discussions take place with secondary leads. Pre-schools and nurseries are visited by the Reception teacher and head teacher and information on individual children is shared. Children with SEMH concerns and SEND children are discussed at length and if appropriate additional visits by children are arranged.

### **Monitoring**

The monitoring of the procedures explained in this policy are undertaken by the governing body, the SLT and the teaching staff.

(See Monitoring Policy for details on how monitoring is undertaken at Kingsmoor Primary.)

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