

# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## ASSESSMENT POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: June 2021

Signed  .....

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Date: June 2021

## **Rationale**

At Gillingstool Primary School, we believe that high quality assessment is integral to teaching. It is a process of gathering information to celebrate a child's achievement, to understand their level of understanding and identify any gaps in learning. The information gathered through assessment is integral to planning the next steps in learning and ensuring effective pupil progress.

Constant evaluation of the assessment mechanisms are made to ensure all processes are fit for purpose.

## **Assessment Principles**

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
4. Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgements are formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; help parents in supporting children with their learning; support teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## **Formative Assessment for Learning**

Assessment for learning is the on-going gathering of information which teachers and teaching partners do on a day to day basis. Information may be gathered through:

- Observations and working alongside children;
- Questioning during lessons;
- Reviewing pupil outcomes and work scrutiny;
- Mini-tests and quizzes;
- Standardised tests (NFER / Past SATs papers) ;
- National screening tests and assessments

All staff should follow the agreed practices for marking and feedback to ensure continuity, consistency and progression through the school.

High quality feedback must be given to pupils (both verbally and written) to ensure children are clearly aware of their next steps in learning.

Pupils are expected to respond to teacher marking comments for the same reason, as appropriate to their age and ability.

## **Key Stage 1 and 2 Formal Summative Assessment**

- All children in Year 1 to Year 6 are assessed against the National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year.
- Children are assessed against the national curriculum statements for reading, writing and maths which are recorded on Target Tracker.
- Children will be formally assessed during termly Assessment Weeks at regular points through the year in line with the school's assessment overview - outlined in the Appendix to this policy.
- At the end of each term (three times a year) children sit NFER test for reading and maths which inform the teacher's Target Tracker assessment.
- Children's assessment data is held electronically on the Target Tracker system. Data from NFER tests is held electronically on the NFER website.
- Assessment data must be submitted by the given deadline.
- Assessment data is analysed each half term by the SLT and follow up Pupil Progress Meetings are held with the SENDCo and Leader of Teaching and Learning.

## **Statutory Assessment**

### **Assessment in EYFS**

All children entering Reception undergo a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early years foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics.

As children progress through the Early Years Foundation Stage they are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. At the end of the year children are reported as to whether they are currently at the Early Learning Goals in each area of learning.

### **Phonics Screening Year 1**

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

### **Multiplication Tables Check**

In June all pupils in year 4 sit a multiplication tables check.

### **Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6)**

Year 2 and Year 6 children will be assessed against the Teacher Assessment Frameworks. In Year 2, the test papers/tasks may be used to inform teacher assessment.

Children in Year 6 will still continue to sit test papers for spelling, punctuation and grammar; reading and maths.

<b>Year Group</b>	<b>National Assessment Activity</b>
YEAR 2 – all teacher assessment	<ol style="list-style-type: none"><li>1. Reading test may form part of the evidence base</li><li>2. Maths tests may form part of the evidence base</li><li>3. Spelling, punctuation and grammar test may form part of the evidence base</li><li>4. Writing teacher assessment</li></ol>
YEAR 6 – combination of tests and teacher assessment	<ol style="list-style-type: none"><li>1. Reading - test paper</li><li>2. Maths – test papers: one arithmetic and two reasoning papers</li><li>3. Spelling, punctuation and grammar – one spelling test and one written paper</li><li>4. Writing - teacher assessment</li></ol>

## **Moderation**

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. This ensures that our internal data is accurate and consistent across the cohorts and schools. Teachers are involved in the moderation process to ensure agreement against given criteria in the following ways;

- I. With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- II. With colleagues from other schools
- III. By attending LA sessions to ensure our judgements are in line with other schools

## **Conclusion**

Assessment forms an integral part of the teaching and learning planning cycle at Gillingstool.

Clear assessment of attainment and progress provides a very efficient way of measuring levels of achievement and more importantly allows a clear gap analysis to be undertaken to help children move forward and progress.