

MOUNT PLEASANT PRIMARY SCHOOL

ASSESSMENT POLICY 2015

Reviewed	November 2015
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The Purpose of Assessment

Assessment is a judgement based on evidence at a specific point in time.

Assessment should be primarily concerned with the individual pupil.

Assessment is a key component in bringing about individual and whole school improvement.

Assessment helps us distinguish between a child demonstrating a skill, sharing their understanding and the knowledge they can demonstrate independently.

(‘Achievement’ is what a child is able to do, ‘Attainment’ is what a child is able to do against national expectations)

Information obtained from any assessment should be used effectively; planning and teaching can be more specifically targeted to meet pupils’ individual needs (both social and academic).

Only those assessments which allow us to do this are necessary.

Introduction

Children are first assessed on entry to Nursery or Reception class. Regular assessments then take place to ensure that we are clear about the progress each child is making. There are also national assessments which we are required to carry out by the government; these take place at the end of Reception, Phonic Screening at the end of Year 1, KS1 SATs at the end of Year 2, and KS2 SATs at the end of Year 6.

Our key principles for assessment are that:

1. Assessment is at the heart of our teaching and learning:
 - a. ‘Assessment for Learning’ or formative assessment, is used as our everyday practice.
 - b. It is used diagnostically and provides evidence to support further planning and identifies pupils who require specific intervention.
 - c. This process engages pupils to understand and review their own progress against their age-appropriate learning ladder and is supported by the adherence to the Marking Policy.
2. Assessment is used fairly:
 - a. Assessment is inclusive of all abilities and ages.
 - b. Access arrangements are made so that every child can access each assessment, and those with additional needs are supported so that they can demonstrate their knowledge, such as being helped with reading a maths test.
3. Assessment is robust:
 - a. Assessment is moderated with others, including other schools (Stour Valley Collaborative), this ensures teacher assessment is as accurate as possible.
 - b. Outcomes are recorded and reported as required in a transparent way so that pupils and parents can benefit from the process by understanding where the child is in their learning journey. The outcomes are used in a summative and evaluative way that informs leaders how well the school is performing as a whole.
4. Assessment is ambitious:
 - a. Assessments are placed in context against national criteria and expected standards.
 - b. Assessment clearly sets a pathway of expected progress and development for every child.

- c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate:
 - a. The type of assessment used is appropriate to what needs to be assessed (age and ability of the pupil).
 - b. Assessment draws on a wide range of evidence to provide a complete picture of pupil achievement and progress.
 - c. Assessments should require no more procedures or records than are practically required to allow pupils, their parents and teachers, to plan future learning (including on transition).
6. Assessment is consistent:
 - a. Judgements are formed using whole school common, agreed language.
 - b. The outcomes of assessments are shared and clearly understood by all parties (incl pupils, governors, parents and staff).
 - c. Our school's results are capable of comparison with other schools locally and nationally.
7. Assessments provide meaningful and understandable information for...
 - a. Pupils in developing their learning.
 - b. Parents in supporting children with their learning (What do they need to do next?)
 - c. Teachers and Support Staff in planning the teaching and learning next steps (maintaining ambitious outcomes expected for every child)
 - d. School leaders and governors in planning and allocating resources.
 - e. Government and agents of government.
8. Assessment inspires greater effort and a belief that, through hard work and practice, more can be achieved by each child.

Statutory Assessment (directed by the Government)

These are the assessments that Governing Bodies are directed to have in place in their schools by law. They are;

Baseline Assessment – each child is assessed at their point of entry to the school, usually the start of Reception, and is reviewed again at the end of Reception. The Baseline assesses;

- A child's characteristics of learning,
- Their personal, social, and emotional development,
- Their ability to communicate and use language,
- Their physical development,
- Their standard of literacy
- Their standard of maths

Yr 1 Phonic Screening Check – this assesses each child's ability to decode/read a random sample of real words and nonsense words, using their phonic ability to de-code the words. Any child who fails to pass this screening check must re-take the test at the end of Year2.

End of KS1 (Year 2) Standardised Assessment Tests (SATs)

These tests are administered under test conditions and have suggested times allocated for their administration. The children are tested on:

- Maths
- Reading

- Writing,
- English grammar, punctuation and spelling tests
- Science
- Speaking and listening

End of KS2 (Year 6) Standardised Assessment Tests (SATs)

These tests are administered on a set day in May and are strictly timed. The children are tested on:

- Maths
- Reading
- Writing
- English grammar, punctuation and spelling tests
- Science (sampling and may include just a selected number of pupils)

Non-Statutory Assessment

These are the assessments that we carry out for ourselves and form part of our gathering evidence around each child as they move through the school.

- Baseline assessment on entry to Nursery
- Reading screening test for Years 2 – 6
- Regular spelling challenges
- Regular maths challenges
- Strand tests
- Termly assessment weeks
- Assessment for Learning
- SEND diagnostic assessments

Assessment Procedures

Our general assessment procedures are very new, and although we have established a new direction, the procedure will remain under review for some time yet. The procedure follows several stages:

Stage 1: Learning Ladders

The national curriculum has been divided into a set of 'learning statements' for every year group, reflecting age-appropriate expectations. These statements are categorised under individual headings or 'strands' collectively creating a 'learning ladder' for each year group.

The strands and number of statements for each learning ladder can be found in Appendix 1.

Stage 2: On-going Assessment

The teacher plans and delivers the content of the learning ladder to the year group. The teacher will highlight individual learning statements as and when they are sure that each child has been able to demonstrate their knowledge/MASTERY of the statement independently; they are fluent in its application and the child uses their knowledge of their learning consistently. The child may show this through a variety of ways including, written work, answering a question verbally, labelling a diagram

etc. The teacher will continually reflect on children's progress through the learning statements. As a result of their evaluation, they may decide to;

- Move on more quickly
- Repeat the learning in a different way
- Focus on a small group or individual child for further support or intervention

Stage 3: Summative Data Collection

Once per term, teachers must provide the Headteacher with the number of learning statements that each child has achieved and under which strand they have achieved them. Teachers are required to input this information into pre-prepared worksheets within our confidential Integris System, and be ready to present the data on request at the termly Pupil Progress Meeting (PPM see below).

Stage 4: Year End Summative Data Collection

Towards the end of the academic year, and before reporting to parents, the total number of learning statements achieved by each child are calculated into a percentage of the total learning statements for the year group. The end of year expectation is that a child will successfully be able to independently demonstrate their knowledge ('mastery' See Teaching and Learning Policy) of the vast majority of the learning statements for their year group.

This data is then used to determine the following:

1. By the end of the year, if a child can demonstrate 'mastery' of the vast majority of their year group statements, then they will be ready to move to their next year's curriculum.
2. If by the end of the year a child has **not** been able to demonstrate 'mastery' of the majority their year group statements, due to a specific difficulty or gap, such as poor handwriting or spelling (a known difficulty), they will not be held back from starting the next year's curriculum. They will have intervention/support to help them fill the gap as quickly as possible.
3. If by the end of the year a child has not been able to demonstrate 'mastery' of the majority of their year group statements, and the reason above does not apply, then they will be deemed to have 'fallen behind'. They will not be able to move on to their next year's curriculum until they have successfully demonstrated their 'mastery' of the vast majority of statements of where they are currently.

Pupil Progress Meetings (PPM)

Pupil Progress meetings take place at least once per term. They involve the whole teaching team who meet with the Headteacher and Senior Leaders to discuss the outcomes of the summative data collection (once per term).

When looking at children's data at these meetings, the following questions are asked:

- Which children are making better than expected progress (from their prior starting point)?
- Which children are making expected progress (from their prior starting point)?
- Which children are making less than expected progress (from their prior starting point)?
- Are there strands which may indicate strengths in teaching and learning?
- Are there strands which may indicate a weakness in teaching and learning?
- Does the data raise any concerns regarding; individual children, groups of children such as boys and girls, summer birthdays, FSM and children who may be disadvantaged?

All discussions are confidential to the meeting. In answering these questions, an action plan is created, which will be supported and monitored until the next PPM.

The action plan may indicate;

- The next steps of learning required
- Changes to timetables (if the requirement is to focus on a particular subject for more time)
- Identification of a group of children to be focussed on for further and/or more intensive support
- Re-allocation of resources, including the use of Teaching Assistants and other support staff
- The re-grouping of children (if the requirement is to change to ability groups or mixed ability grouping)
- Referral to the SENCO for the intervention or advice from other service providers
- Continuing Professional Development for staff, or further in-house support/coaching

The outcomes of these meetings are shared with the School Leadership Team (SLT), School Improvement Advisor and the Governing Body.

Meeting the Needs of the Most Able

Every child is expected to make at least good rates of progress from their prior starting point. These children who have been identified as having high prior attainment will be expected to continue to make faster rates of progress than their peers.

Children who achieve 100% of their year group statements before the end of the year will be taught from an 'extended' work topic, which will further enhance and deepen their knowledge.

Meeting the Needs of the Less Able (Special Educational Needs)

Some children may be working on a Learning Ladder that is below their own age, these children are not automatically SEN children. Any child working on a learning ladder that is below their own year group, will still be expected to achieve at least 85% of that year group learning ladder BEFORE moving to the next year group learning ladder.

All children who 'fall behind' are expected to 'catch-up quickly', through the use of interventions, adult support, or additional core lessons.

Where a child continues to 'fall behind', we will work to identify why this might be and address the problem. This could be, poor attendance, poor teaching, poor home support, or a specific learning difficulty (assessed and diagnosed CW).

Pupils identified as having a specific learning difficulty, will have additional support, some of which may come from outside services.

For children where they are deemed to have Special Educational Needs (SEN) Mrs Woodhall (SENCO) will meet with parents to discuss that child's specific learning programme. In very rare cases, where the child clearly has more severe learning difficulties, Mrs Woodhall may discuss with the parent(s) /carers(s) the possibility of applying for an Education and Health Care Plans. (See SEN Policy).

How we store data.

Data about every child is collated within our Managed Information System, INTEGRIS. We abide by the Privacy Notice (reviewed annually by the Governing Body and published in the school prospectus) and regard our responsibilities in this matter very seriously. Access to children's records are password protected. When sharing data with Governors and the School Improvement Partner, only summative data is shared and no individual child is identified. By using an electronic storage system, this enables us to analyse the data quickly and efficiently.

Reporting to Parents

Parents are invited each term to a Learning Journey Night, where they are able to look at their child's books and their Learning Ladders, this is followed within a week by the opportunity to discuss their child's progress with their child's teacher. A written report is sent out to parents at the end of the academic year which includes information about all subject areas, a child's attendance and information regarding a child's attitude to their learning.

Statutory results are also included for children involved in taking statutory tests (see above).

Appendix 1 – Number of Learning Statements within each Strand

	ENGLISH								
	Reading	Reading	Reading	Writing	Writing	Writing	Writing	Writing	
	Word Read	Comp	Total	Vgap	Spelling	handwriting	Comp	Total	TOTAL
Year 1	8	22	30	18	13	6	13	50	80
Year 2	8	22	30	23	10	7	9	50	80
Year 3	4	16	20	19	13	2	16	50	70
Year 4	4	16	20	11	12	3	14	40	60
Year 5	4	16	20	9	10	3	18	40	60
Year 6	6	19	25	15	7	2	11	35	60

	MATHS									TOTAL
	Numbers place value and counting	Addition and subtraction	Multipl and division	Fract/dec and percent	Ratio and proportion	Algebra	Measures	Geometry	Statistics	
Year 1	9	9	8	7			8	6	3	50
Year 2	9	9	7	7			6	6	6	50
Year 3	8	7	8	7			8	6	6	50
Year 4	8	7	8	8			6	7	6	50
Year 5	5	6	8	11			6	8	6	50
Year 6	6	5	3	10	3	4	6	7	6	50