



Assessment Policy

Assessment is fundamental to be able to challenge and extend children's learning so that every child reaches their full potential. Assessment should provide a whole school framework at which different levels and perspectives merge to inform teacher's planning, children's next steps, intervention programmes, able programmes, resourcing and whole school objectives and training.

Assessment for learning is a core principle of our teaching and learning policy. We see it as a method for assisting teachers to modify their teaching to improve pupils' performance. We believe that involving all children in their own learning stimulates attainment and empowers children to take next steps to progress.

Assessment is incorporated systematically into teaching strategies and into self reflection activities undertaken by pupils, which provides information to be used as feedback to modify teaching and learning activities.

Our aims:

Using the principles and processes of assessment we will:

- monitor pupils progress
- recognise pupil achievements
- support learning and identify areas for development
- keep pupils informed of their learning and next steps
- guide planning, teaching, curriculum coverage and resources
- inform parents about pupil attainment
- provide information to ensure continuity when a pupil changes year group and/or school

Types of Assessment within our School

Formative Assessment: The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group 2002)

This type of assessment is ongoing during a unit of work and involves the pupils. It is directly linked to questioning, marking and feedback and includes assessment for learning.

Assessment for Learning: teachers use a variety of methods to inform them of the pupil's current level of understanding at any point within a unit of work. Techniques include:

- mini whiteboard work
- Use of 'lolly sticks' for random selection
- targeted questioning
- quality marking linked to the success criteria
- children giving their comments about their own progress

Summative Assessment: This provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time and at our school includes:

- end of Key Stage Statutory Assessments (SATs)
- formal summative assessments for Maths, SPAG and Reading each half term

These assessments feed directly into next steps and individual targets. Outcomes are communicated to parents once a term both through written reports and parent's evening. Subject Leaders use the data to identify patterns and to inform support groups and whole school initiatives and training.

All assessment provides diagnostic evidence, certain assessment tools can be useful in providing more detailed data and may be carried out on identified pupils.

Early Years Assessment

Nursery and Reception

Pupils are assessed from entry into school. This is done by the adults who work in Nursery and Reception. This is done in an informal way and through play based activities and observing the child. It gives us an individual starting point for each child and enables us to plan activities that will develop their learning. This assessment continues throughout Nursery and Reception and shows us how much progress the pupil is making, and what they need to learn next. Our evidence is collected through observation and discussion with parents and this is recorded through an online Learning Journey through Tapestry. This allows parents to comment and add to their child's learning.

The government has introduced a statutory baseline assessment from September 2016, September 2015 has been a pilot year. Allithwaite Primary School is using Early Excellence Baseline. It is completed within a pupil's first 6 weeks in Reception and is submitted to the DfE. It will be used as a starting point from which progress into Key Stage 1 and 2 can be measured.

The EYFS Profile is a statutory assessment carried out in the final term of Reception. The main purpose of the profile is to provide an accurate assessment of individual children at the end of the EYFS. Children in Reception are judged against each Early Learning Goal and whether they are meeting the level of development expected at the end of Reception. This is reported to parents and submitted to the DfE.

Record Keeping

Planning will show:

- clear learning objectives and success criteria
- differentiation
- key questions
- opportunities for peer and self assessment
- curricular targets
- references to previous learning
- evaluation notes

Assessment Records will show:

- Half Termly Tracking Sheets for reading, writing, SPAG and Maths
- Portfolios of tests updated half termly
- Portfolios of assessed writing pieces updated half termly
- Pupil Progress Meeting records that includes a review of groups receiving additional support

Standardisation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process in the following ways:

- with colleagues in school
- with colleagues from schools within the Cartmel Peninsula Cluster
- by attending Local Authority led sessions to ensure that judgements are in line with other schools from the County

School Portfolios of moderated work are kept by subject leaders.

Reporting

Parents are invited to attend formal consultations with the teacher during the Autumn and Summer Terms. A written report for each child is sent to parents in the Spring Term. Reports outline a child's attainment in the core and foundation subjects of the National Curriculum. A comment will be made regards the attainment of the pupil in terms of national age related expectations. Targets for core subjects are also set. Parents will receive target updates and progress charts in November, March and July. In addition, the teacher or headteacher may invite some parents for consultation as required.

Assessment without Levels

In line with current guidelines, Allithwaite have adopted the terminology: 'at age expected', 'below age expected' and/or 'above age expected' to describe the current attainment level of children throughout key stages one and two. 'At age expected' attainment is based on a child having met all the National Curriculum objectives for their particular year group and as such, within its definition, a

child cannot be described as being 'at age expected' in their attainment until the end of an academic year. At Allithwaite we are also using the terminology: 'at age expected', 'below age expected' and/or 'above age expected' to describe the progress of individual children. If a child's summative assessment results are secure at the end of a unit of study and therefore on track to achieve all of the National Curriculum objectives for their year group, they are described as having made 'age expected progress'.

Allithwaite is working closely with the other schools within the Cartmel Penninsula Cluster to evaluate and review current assessment practises. The system is very much in its infancy and will be reviewed annually and in lieu of benchmarks that are released at the outcome of the Year 2 and Year 6 statutory assessments.