

	<h2>South Bersted CE Primary Assessment</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2017
Date of Review	Spring 2020
Member of staff responsible	Deputy Head
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

Introduction

At South Bersted CofE Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Effective assessment is essential to quality teaching and learning.

Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles.

Detailed analysis of assessment information plays a crucial role in the school's self-evaluation by identifying areas of strengths and weaknesses.

Aims

The aims of this policy are:

- To raise the attainment and accelerate the progress of pupils.
- To ensure a consistent and accurate approach to assessing pupils.
- To support teachers in becoming experts in assessing based on the 'programs of study' in the National Curriculum, 2014.
- To ensure that pupils are actively involved in their learning and that they are aware of their next steps.
- To provide regular and accurate information to parents.
- To provide information to stake holders on the school's performance.

Types of assessment

At South Bersted CofE Primary School, we use a combination of formative and summative assessment to ensure that we have a clear and accurate picture of a pupil's performance.

Formative Assessment

The goal of formative assessment is to *monitor pupil learning* to provide on-going feedback that can be used by adults to improve their teaching and by pupils to improve their learning.

More specifically, formative assessments:

- Help pupils identify their strengths and weaknesses and target areas that need work.
- Help teachers recognise misconceptions and areas that pupils find challenging and address problems quickly.
- Identify individuals and groups of pupils for targeted interventions.

Examples of formative assessments we use include:

- Effective use of questioning and activities to elicit knowledge, understanding and to tease out misconceptions
- Asking pupils to demonstrate their understanding through writing (including drafting), drawing, matching and sorting
- Written marking and feedback that is in line with the school's policy.

Summative Assessment

The goal of summative assessment is to *evaluate pupil learning* at key points by comparing it against a standard or benchmark.

Examples of summative assessments we use include:

- National tests: Year 1 phonics tests, Years 2 and 6 National Curriculum Tests.
- Half termly tests to measure reading and maths.
- Termly Standardised tests in spelling and reading.
- End of unit science tests.
- Standardised assessment to measure the impact of interventions.
- Maths 'Show Off' books.

Recording Judgements

Once a pupil has shown a secure understanding of a key skill or concept this will be recorded on a pupils' Keys to Success, which are the school's Key Performance Descriptors in writing and mathematics. The class teacher will then update this information using Target Tracker. Each half term, whole school data is analysed and shared with the school's Governors. Data analysis is also shared with the senior leadership team, including the Inclusion coordinator, who review this information to track progress and ensure that pupils who are falling behind, or exceeding expectations, receive the necessary support or challenge.

In addition to this, teachers update their Class Profiles each half term, which identifies pupils who are not making expected progress, 6 steps across a year. Each Class Profile sets out the attainment and progress of the different groups. The Class Profile is one of the documents used during half termly Pupil Progress Meetings to identify and analyse progress and set targets for each class in reading, writing and maths.

Assessment and Reporting in the Early Years and Foundation Stage

In YR, the first summative assessments are made at the end of September. Each pupil is carefully observed in order that a baseline can be established, which shows what they already know, understand and can do. Subsequently, information is then gathered half termly from observations of pupil's written and practical responses to learning activities, which have been planned and led by adults, as well as those which the pupils themselves have initiated. The Early Learning Goals and Stages of Development provide the benchmark against which pupil's knowledge, understanding and skills can be measured.

All Learning Journals are updated weekly and provide a record of evidence to demonstrate a pupil's abilities. This informs individual tracking against the 'early learning goals' and statements, which are kept in the back of the Learning Journal. This is then used formatively to inform half termly summative assessments, currently entered in to Target Tracker and to plan future learning.

Assessment and Reporting in Key Stages 1 and 2

In Years 1 to 6, information is gathered from each pupil's responses to written and practical learning activities and staff observations as teacher planned activities take place. Pupils' individual Keys to Success are then updated, once the teacher is confident that the pupil is secure in their knowledge, skill or understanding of a set objective.

The National Curriculum 2014 end of year expectations, provide the benchmark against which pupil's knowledge, understanding and skills can be measured. Each pupil's work books, half termly and end of year assessments provide the record of evidence which is then used to inform half termly summative assessments, entered into Target Tracker, against the end of year (age related) expectations. These are also used formatively to adjust the next half term's medium term plan, thus informing future learning.

Reporting to Parents

Parents are currently informed termly through Parents' Consultation meetings. In addition to this, parents also receive an Interim Report during the Spring Term which provides next step targets linked to the national standards, as laid out in the National Curriculum 2014. During the Summer Term, parents are provided with an end of year report, which sets out how their child has performed in relation to their year groups' Keys to Success. Towards the end of the Summer Term, parents of children in Years 2 and 6 are informed in writing of their child's attainment in national tasks and tests. Parents of children in Year 1 and those pupils who retake the test in Year 2, are also informed of their child's attainment in the national Phonics Screening Test.

Accuracy of judgements

To ensure that teachers use a range of pupil's work to make accurate assessments, there is an on-going programme of internal moderation for reading, writing and maths. In addition to this, termly moderation also takes place with pupils using their Keys to Success in maths and the programme of study in reading.

Teachers also participate in all locality moderation events to ensure accuracy of assessment in English and Maths and attend all County moderations for YR, Y2 and Y6.

S.E.N.

Early identification of pupils with special educational needs is essential. Pupils who are not working within the programme of study for their year group, have adapted Keys to Success so that their progress can be closely monitored.