

Beardall Fields Primary School

Assessment Policy 2017



Introduction

Children's progress is closely monitored at Beardall Fields in order to provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. Good teaching and assessment should continually reinforce each other and generate continuous improvement.

The three main forms of assessment used are: day-to-day in-school formative assessment, in-school summative assessment; and nationally standardised summative assessment

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to identify gaps and misconceptions in understanding and plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at Beardall Fields

We have worked together to develop an assessment system that takes into account the criteria of the National Curriculum. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Nursery Assessment

Nursery staff will informally monitor development and keep detailed records. This information is shared with families and then transferred to the reception class. The Nursery staff make a summative judgement 3 times a year, based on information they gather from observations and small group and individual assessments. This

information is based on three categories - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. Most nursery children are working within the 30-50 month stage. These assessments are kept on Eazmag.

Foundation Stage Profile

Children continue to be assessed in the Reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement three times a year, based on information they gather from observations and small group and individual assessments. This information is based on the same three categories as nursery - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. Most Reception age children are working within the 40-60 month stage. These are kept on Eazmag. Insights will be shared at parent's evenings. Staff will continue to complete a learning journey book of photos and comments.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Children in Year 2 who did not pass the phonics check in Year 1 will be re-entered the following year.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve the expected level at the end of Year 2 and at the end of Year 6 using scaled scores. Raw scores will be translated to scaled scores using a conversion table. The national standard will be '100'

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking and to respond to marking in black pen. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning.

Assessments in Years 1 to 6 are recorded on 'I Can' Assessment sheets in Reading, Writing and Maths. Children are assessed against the following descriptors:

- Emerging - At an early stage of development (support needed)
- Secure - Exhibits skill independently
- Exceeding/Mastery - Exhibits skill with deeper understanding and with confidence

Assessments can be completed as a baseline, at the end of a unit of work or as a summative document. Most assessment information will be collected through

observations, information in books, pupil self-assessment, precision intervention, independent work, short tests and standardised tests.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort tracking document will be produced each term for English Reading, English Writing and Maths. This will be based upon the 'I can' statements for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teachers, observations, and work contained in books. The cohort documents will contribute to Pupil Progress meeting discussions and toward accountability data.

Pupil progress will be measured by the growth in their security, breadth and depth of knowledge, understanding and skills.

Parent partnership

Parent's Evenings take place in the autumn and spring terms for children in Nursery through to Year 6. Meetings are held with Parents and Carers to help them understand how children are doing in relation to the standards expected and what they need to do to improve.

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by the teaching staff. Parents and Carers are encouraged to provide feedback to the school.

Inclusion

Beardall Fields is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs.

We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. All children are encouraged to achieve their best and become confident individuals. See separate SEND policy for more information.

Professional Development

Teachers have access to training on statutory assessment arrangements in order to ensure that they are able to conduct assessment confidently and competently. They have opportunities to moderate work through termly meetings within our Hucknall family of schools. This enables collaborative professional development.

Links to Other Policies

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy

Policy Review

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in September 2017.

Next review date: September 2018