

The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



Assessment Policy

Agreed: September 2016
Review date: September 2018
(or as required)



Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

Love, Learn, Live!

Context

Assessment does not mean ‘taking a test’ as conducted professionally it is broader than that. There are two main types: summative and formative (also referred to as assessment for learning). Both forms of assessment exist at some level in most classrooms.

The key to good assessment practice is for teachers to understand what each method contributes and to build their practice to maximise the effectiveness of each. Good assessment practice allows teachers and schools to use assessment data to best effect, to move teaching and learning forward, and to maximise student achievement. (NFER 2012)

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children’s education;
- high quality, in depth teaching, is supported and informed by high quality formative (on- going) assessment;
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively;
- there is always a clear purpose for assessing and assessment is fit for its intended purpose;
- assessment is used to focus on monitoring and supporting children’s progress, attainment and wider outcomes;
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning;
- assessment supports informative and productive conversations with pupils and parents;
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve;
- we achieve our assessments without adding unnecessarily to teacher workload; and
- assessment is inclusive of all children regardless of ability.

At Malden Parochial we use three forms of assessment

1. Day to day formative assessment (Assessment for Learning)
 2. In-school summative assessment
 3. Nationally standardised summative assessments
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Day to Day Formative Assessment (Assessment for Learning)

Formative assessment is an integral part of teaching and learning. Conducted professionally formative assessment supports a child's learning on a day to day basis. Effective feedback allows a child to understand and measure their own progress, know their own strengths and understand their areas for development and the next steps in their learning.

Formative assessment allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress onto the next stage. In this way, it allows teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Day to Day Formative Assessment, we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- record and report progress to parents, providing them with a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve. We hope consultations, the setting of Personal Targets, Good Work Bags, Cards Home and Class Stars will clearly reinforce the partnership between parents and schools in supporting children's education

A range of 'Day-to-Day Formative Assessments' will be used, including:

- reference to Next Steps learning in Guided Reading, Spelling punctuation and grammar, Writing and Mathematics
 - making use of rich in-depth questioning and allowing time for answers to be thought through and expanded
 - marking of pupils' work, particularly using green tabs where a response is required
 - work displayed on Star Writers board
 - observational assessments
 - completion of personal targets
 - regular mini and end of session plenaries
 - books scans to check for pupil attainment, progression, understanding and accuracy
 - discussions with children
 - pupil self-assessment e.g. traffic lighting and self-marking against agreed success criteria
 - peer marking
 - pupil conferencing
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In-house Summative Assessment

Summative assessments will be used to monitor and support children's progress and attainment. These assessments will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-house summative assessments inform parents about achievement, progress and wider outcomes. Teachers will make use of summative assessments to evaluate both pupil learning at the end of a unit of study or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). In-house summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. Summative assessments that provide information on an individual pupil basis, can be analysed to indicate gaps in learning and at a cohort level where teaching strategies may need to be modified. Information and data obtained through summative assessment can support teachers planning, choice of learning strategies and resources, and level of expectation.

Results gained through summative assessments are used by class-based staff as evidence during the annual Performance Management process.

A range of in-house summative assessments will be used including:

- End of academic year non statutory tests
- Baseline assessment in Nursery and Reception
- End of topic or unit of work tests or tasks
- Reviews for pupils with SEN and disabilities
- Progress Tests in Maths in Years 2 – 5) Granada
- Cognitive Abilities Tests in Year 4) Learning
- Reading and spelling tests at the start of the academic year
- Five times a year assessments using the Key Performance Indicators linked to SIMS Assessment for Reading, Writing, SPAG, Mathematics and Science

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children locally and nationally. Results will provide parents with information on how the school is performing in comparison to other schools. Teachers will have a clear understanding of national expectations and assess their own performance in the broader local and national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

The National Summative Assessments used are:

- Phonics test in Year 1
- Retakes of phonics in Year 2 for the children who did not reach the required standard in Year 1
- National Curriculum tests in Reading, SPAG, writing (Teacher Assessed) and Mathematics at the end of Key Stage 1
- National Curriculum tests in Reading, SPAG, writing (Teacher Assessed) and Mathematics at the end of Key Stage 2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers and teaching assistants will be provided with a copy of this policy which will be an integral part of the induction programme. In all staff meetings and Continuous Professional Development there will be an emphasis on teachers having a secure understanding of assessment techniques and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system.

Continuing professional development may take various forms, including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Achievement and Behaviour Committee.
