



## MILLDENE PRIMARY SCHOOL



### ASSESSMENT POLICY

#### **1. Aims of Assessment**

Our main aim for assessment at Milldene Primary School is to recognise the strengths and talents of pupils and to identify, and encourage them to identify, their areas for development. Assessment is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis, to measure and evaluate attainment and progress at the end of a teaching period and to report on attainment and progress to parents, governors, the Local Authority and other relevant bodies.

#### **2. Governance, Management and Evaluation**

Senior leaders within the school will take overall responsibility for ensuring that the Assessment Policy is put into practice and for monitoring the effectiveness of assessment methods. Policy and practice will be reviewed regularly with staff.

Subject leaders will ensure that appropriate assessment strategies are being used in all classes for individual subjects.

In-school and inter-school moderation, where possible, will take place at least every term to support teachers in developing consistency and accuracy. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

The Assessment Leader will regularly attend Assessment update meetings organised through the Consortium and ensure that, via staff meetings, appropriate information is cascaded. The Assessment Leader and Head Teacher will ensure that teachers have access to assessment professional development opportunities.

#### **3. Approaches to Assessment**

##### Formative Assessment - Assessment For Learning

Assessment for learning (AfL) at Milldene Primary School focuses on how children learn and is central to our classroom practice and planning. It is central to raising pupils' achievement. AfL is used by all adults in the classroom, and pupils, to evaluate knowledge and understanding on a day-to-day basis and allows for adaptation of planning, teaching and learning to ensure that group and individual learning needs are met. Pupils are encouraged to participate in AfL and to make decisions about their own learning. AfL informs discussions with parents and helps to create an effective home-school link that promotes home learning.

<b>Methods</b>	<b>Purpose</b>
<p><b>Choose your Challenge:</b> Pupils often make decisions, in collaboration with teachers, about their level of understanding and knowledge and, where appropriate, choose their own learning challenges and support process.</p>	<p>Pupils take a greater responsibility for their own learning and attainment and ensure that they are working at the correct pace and stage for them.</p>
<p><b>Planning:</b> Planning identifies valid learning objectives that ensure recall, differentiation and progression in the delivery of the Curriculum. As a result of AfL, planning may be amended, both within and outside of the lesson, to meet the requirements of pupils'.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the Curriculum; short-term plans show how assessment affects next steps and plans are annotated with notes on pupils' understanding and requirements.</p>
<p><b>Pupil self and peer evaluation:</b> Pupils are encouraged, in oral and written form, to evaluate their own and their peer's achievements against the learning objective and to reflect on the successes and areas for improvement.</p>	<p>The children are encouraged to self assess their own and others' work in order to identify successes and areas for improvement. This further develops learning ownership.</p>
<p><b>Feedback:</b> Teachers and other adults will reflect on the lesson objectives and provide feedback at an individual level.</p>	<p>This feedback must be timely, appropriate and relevant in order to enhance progress and may include: successes, areas for development, questions and challenges. These may be verbal or written.</p>
<p><b>Cold and Hot Tasks:</b> Cold and hot tasks are used as a diagnostic measure to ascertain the current understanding of an individual child and the progress made over a unit of work.</p>	<p>Successes and targets are ascertained and planned for through whole-class, guided group or individual teaching and feedback. Hot tasks can support summative assessment.</p>
<p><b>Dive Deeper:</b> Dive deeper stickers in maths are used to encourage pupils to develop a mastery understanding and to explain their thinking.</p>	<p>Pupils are encouraged to apply their understanding to different contexts and explain their thinking and problem solve so that mathematical concepts become deeply embedded.</p>
<p><b>Questioning, dialogue and observation:</b> Key questions and group and individual discussions are used to ascertain a pupils' understanding and knowledge.</p>	<p>To evaluate pupil understanding and to identify gaps and address misconceptions.</p>

### In-School Summative Assessment - Assessing Pupils' Progress

Periodic assessments are used to give a broader view of the attainment and progress that a pupil has made over a period of time and are linked to the school's curriculum. These are used by the school to monitor pupils' performance, organise necessary interventions, manage accountability, allow teachers to plan appropriately for subsequent teaching and learning and to inform parents and governors of the achievements and progress of pupils.

<b>Methods</b>	<b>Purpose</b>
<p><b>Foundation Stage Baseline Assessments:</b> Teacher assessments are made within the first six weeks of pupils starting their Reception Year.</p>	<p>To establish pupils' abilities at the beginning of their school life, so that subsequent progress and achievement can be compared with, and measured against. They can also be used formatively, to identify strengths and areas to develop and to support teachers in providing appropriate learning experiences for individual pupils.</p>
<p><b>Mid-Year Teacher Assessments:</b> Teacher assessments are made using formative and summative approaches and levels of attainment (steps) are recorded periodically throughout the year.</p>	<p>The school uses these to monitor progress throughout and across year groups. These are analysed by Senior Management and Subject Leaders and inform 'Pupil Progress Meetings' which track progress and enable the organisation of relevant interventions to support pupils. They enable teacher accountability for progress and attainment and are used as a basis for teacher-parent discussion.</p>
<p><b>End-of-Year Teacher Assessments:</b> Teacher assessments are made for all pupils in all years and recorded on Target Tracker.</p>	<p>To provide information about progress and attainment to parents and to the following year's teacher. They enable teacher accountability for progress and attainment.</p>
<p><b>Non-Statutory Tests:</b> Tests, commercially produced and otherwise, may be used to ascertain attainment.</p>	<p>To provide an opportunities for the school to keep track of pupils' progress and teachers' expectation and to support teacher assessments.</p>
<p><b>End of Unit Assessments:</b> Assessments, both written and verbal, may be used by teachers at the end of a unit of work to assess understanding and knowledge.</p>	<p>To provide information on progress made over a unit of work and the current level of understanding.</p>

### Statutory Summative Assessment

Nationally standardised summative assessments are undertaken by Foundation Stage in the 17 strands, Year 2 and Year 6 pupils in Reading, Spelling, Punctuation, Grammar and Mathematics and Year 1 children in phonics to measure the attainment of individual children and to compare results nationally.

<b>Methods</b>	<b>Purpose</b>
<p><b>EYFS:</b> Within the first 6 weeks, the Reception Baseline Assessment will be carried out to ascertain on-entry pupil attainment.</p>	<p>This provides a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.</p>
<p><b>EYFS:</b> At the end of the academic year, a Foundation Stage assessment is made in the seven areas of learning and development.</p>	<p>This provides a summative end of Foundation Stage result. It is a national yardstick against which to compare children's performance.</p>
<p><b>Year 1 Phonics:</b> At the end of the academic year, children in Year</p>	<p>This provides a summative end of Year 1 phonics result. It is a national yardstick against which to</p>

1 are statutorily assessed in their phonics understanding.	compare children's performance.
<b>Year 2 Phonics:</b> At the end of the academic year, children in Year 2, who did not pass the Phonics assessment in Year 1, are statutorily assessed.	This provides a summative end of Year 2 phonics result where progress can be tracked for the children who did not pass the assessment in Year 1.
<b>End of Key Stage 1 Tests:</b> Pupils are statutorily assessed at the end of Key Stage One in English and Mathematics.	This provides a summative end of Key Stage 1 result. It is a national yardstick against which to compare children's performance.
<b>Year 4 Multiplication Check:</b> Towards the end of the academic year, children in Year 4 are statutorily assessed in their Multiplication Tables understanding.	This provides an end of Year 4 multiplication tables knowledge and recall result and will help the school to identify pupils who have not yet mastered their times tables and whom need additional support.
<b>End of Key Stage 2 Tests:</b> Pupils are statutorily assessed at the end of Key Stage Two in English and Mathematics.	This provides a summative end of Key Stage 2 result. It is a national yardstick against which to compare children's performance.

#### 4. Early Years Foundation Stage (EYFS)

Assessment in the EYFS is both formative (on-going) and is used to inform the 'next steps' in a child's learning, and summative (assessing progress made) which 'sums up' the pupil's progress and attainment.

**Formative** - Our main way of recording our formative assessments is through our online learning journals on Tapestry. This online system captures, through pictures, observations, notes and videos, a pupil's current understanding and assists future planning and learning opportunities. Tapestry is contributed to by both the school and parents. EYFS leaders analyse the data and use Target Tracker to record attainment and identify intervention target groups in order to accelerate progress. Tapestry is regularly monitored by Senior Leaders.

**Summative** – This takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development in the revised EYFS. Data is provided to parents and carers at the end of the academic year.

#### 5. Supporting all Children

All staff have high expectations for all pupils and are expected to respond to the needs of every child equally. All pupils are seen as individuals with differing interests, knowledge and skills. Pupils identified on the SEND register are assessed in line with other pupils and on-going provision for their individual needs is regularly reviewed. (See SEND policy.)

## 6. Reporting to Parents

Parents/carers are kept up-to-date with their child's progress and development. This is done through parent/carer consultations which take place twice a year and two written reports which focus on target setting (Spring Term) and attainment against these (Summer Term). Parents are also able to request a meeting with their child's class teacher at any other point throughout the year.

This policy was originally created:	January 2016
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