

HAZELDENE LOWER SCHOOL



ASSESSMENT POLICY REVIEWED FEB 2015

SIGNED DATE.....
HEADTEACHER

SIGNED DATE
CHAIR OF GOVERNORS

TO BE REVIEWED FEB 2017

Hazeldene Lower School

ASSESSMENT POLICY

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

The purpose of assessment is to provide information for a range of audiences. Assessment at Hazeldene Lower School will be:

- Positive
- Manageable
- Useful and used
- Consistent

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

- Using the principles and processes of assessment, we aim to:
- monitor progress and support learning
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- recognise the achievements of pupils
- develop peer and self assessment through AFL
- Identify groups of under attaining/ under achieving pupils who require specific support.

In order to fulfill these aims we will:

- Integrate assessment into our long, medium and short term planning cycles
- children's self assessment strategies will be used consistently throughout lessons to inform them and the teacher of their learning
- Use a variety of assessment styles and techniques agreed by all staff

- Use assessment to track each pupil's progress through the school so that we can plan for his/her development.
- Ensure that there is a consistency of assessment practice and judgements throughout the school. (Target Tracker)
- Keep evidence of our assessment judgements to meet the requirements of external scrutiny.
- Analyse assessment outcomes to contribute to the process of school target setting .

Assessment in Reading, Writing and Maths

The withdrawal of National Curriculum levels has led to much discussion about assessing standards and progress in schools. The new curriculum introduced in September 2014, sets out the objectives which need to be taught in each year group, across all subjects. The children will be assessed as to whether they have met the expected level at the end of each year group in Reading, Writing and Maths. As a school we will be using Target Tracker as an assessment tool to regularly record the progress of all children against the key objectives in Reading, Writing and Maths.

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

Summative: These occur at defined periods of the academic year, Salford reading and comprehension test, SWST Spelling tests and assessments at the end of a unit's of work. Summative tests help teachers in making end of key stage "best fit" assessments, indicating whether a child is at emerging, expected or exceeding against year objectives.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo.

Assessment in the Foundation Stage

On entry to the school, children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. The baseline assessments will be used to place the children in the correct age band in the 17 strands of learning. (22-36 month, 30-50 month and 40-60 month). The baseline judgments across the 17 strands are recorded on Target Tracker. Within

the classroom iPads will be used to record observations made on the children using 'Simple; Build a Profile'. 'Build a Profile' records photographic evidence alongside notes taken by the member of foundation staff, as well as the age related objectives that have been met. At the end of each half term Target Tracker is updated against all 17 strands and a best fit 'age band' judgment is made, based on the portfolio of evidence recorded on 'Build a Profile'.

The foundation staff print out paper copies of each child's profile to share with parents at regular intervals.

At the end of Foundation Stage, assessments are sent to the local authority. In each of the 17 strands, a judgment of emerging, expected or exceeding must be recorded. The children must reach the 12 expected ELGs in the prime areas to have reached a GLD (Good level of development). The assessment co-coordinator will monitor the progress throughout the year, and will meet regularly with Foundation Leader to discuss progress of cohort and individuals.

Target Setting

The removal of National Curriculum levels has impacted on the target setting progress. Currently the local authority requires us to set targets against old National Curriculum levels in Years 2 and 4. In Years 2 and 4 teachers set targets at the beginning of the curriculum year. Cohort targets are calculated, monitored and validated by the assessment leader and the SLT. They are shared with LA, governors and the SIP.

Progress towards the targets is monitored closely each term for the whole cohort, individuals and vulnerable groups.

The guidance against the new curriculum objectives states that 85% of the year group should be meeting the expected level of development. Staff will use this guidance to set targets for their class at the beginning of the year.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. significant outcomes
- Teacher's mark books
- Assessment results on Target Tracker
- National baseline, Early Learning Profile, Build a Profile
- Individual portfolios

Target Tracker

Teachers will use Target Tracker to record assessments against objectives in Reading, Writing and Maths.

Teachers will regularly update the progress (at the end of each unit/block); indicating whether the key objective has been met.

At the end of each term teachers will give a best fit judgment in Reading, Writing and Maths. (Beginning, beginning +, working within, working within +, secure, secure + based against the year objectives)

The assessment lead and SLT will monitor the progress of the cohort and individuals towards the target of 85% at expected level.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the trust
- By attending LA sessions to ensure our judgments are in line with other schools
- School portfolios of moderated work will be kept by curriculum leaders.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term.

Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set.

Parents are invited to attend formal interviews with the teacher during the autumn and spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Target Setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action.

Specific developments in target setting are found in the annual School Development Plan.

The Role of the School Assessment Leader

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The Assessment Leaders responsibilities include:

- contribute to the SDP through work with the SLT
- Leading school development in assessment, recording and reporting (ARR) procedures
- Liaison with subject leaders within the school
- Liaison with other assessment leaders within the trust
- Attend and lead INSET where appropriate
- Keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

This policy will be reviewed on a bi-annual basis or as and when required.

Victoria Kilroy
February 2015