



# ASSESSMENT POLICY

OUSTON PRIMARY SCHOOL

Reviewed - December 2020  
Next Review Date - December 2021

## **Ouston Primary School Assessment Policy**

### **Rationale**

Assessment is a continuous process, which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Ouston, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

### **Aims**

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment, prior knowledge and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against National Standards

### **Types of Assessment**

#### **Formative**

This is the ongoing, day-to-day assessment, which is carried out by teachers and is key to effective classroom practice. Learning objectives and success criteria are shared with pupils and they play an important role through self-assessment of learning. Formative assessment is used by teachers to inform planning, resources and support, in order for all pupils to progress.

#### **Summative**

We use CEM (Centre for Evaluation and Monitoring) as a baseline assessment at the beginning of Reception. Reception pupils are then assessed termly against Early Learning Goals using the Development Matters document. Pupils in all other year groups are assessed termly, using Rising Stars alongside accurate teacher assessment; and data is recorded on iTrack (our comprehensive tracking program of pupil attainment and progress). The Senior Leadership Team analyse the data termly, to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

#### **National Assessments**

At key points through primary school, children are assessed against National expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs: reading, maths-arithmetic and reasoning; and GPS-grammar, punctuation and spelling)
- End of KS2 (Year 6 SATs: reading, maths-arithmetic and reasoning; and GPS-grammar, punctuation and spelling)

### **Assessment Criteria**

Following the implementation of the new National Curriculum (2014), the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a different way of recording and measuring pupil attainment and progress.

At the end of Reception the children are assessed as **Emerging, Expected or Exceeding** the Early Learning Goals in each area and parents/carers are informed of their child's achievement and development.

The 'Year End Expectations' from the New National Curriculum state the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age expected standards. Learners are assessed against year group objectives for reading, writing, speaking and listening, and mathematics at the end of each term. Judgements will be made as to whether, at each stage, pupils are **Commencing, Developing, Secure or Exceeding** the year group objectives. Exceeding is further split into 'advanced' and 'deep'. We aim to ensure that all children reach the expected level for their year group at the end of the academic year. Parents/carers will be informed of the level their child has reached in Reading, Writing, Speaking and Listening and Maths in your child's end of year report.

The new Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving 'up' the stages quickly, the focus is on moving 'outwards', developing a deeper understanding.

### **Moderation of Assessment**

We carry out regular whole school moderation of teacher assessments to ensure consistency in and between year groups and key stages. Year 2 and 6 teachers take part in inter-school moderation to ensure further consistency between schools within our area. The Local Authority Education Development Adviser, EDA, also moderates teacher assessments in writing in reception, years 2 and 6,

at timely intervals. The results of these visits confirm our assessments are accurate.

### **Key Groups**

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. These include: Girls/Boys, Free School Meals/Ever 6, Non FSM, SEND, More Able, Ethnicity. The Senior Leadership team record percentages of pupils in these groups who are at the expected level, or achieving above the expected level. This enables us to address trends, under-performance and use intervention strategies to close any gaps between groups.

### **Roles and Responsibilities**

- **Governing Body:** monitor whole school attainment and progress data.
- **Head Teacher:** hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets. Implement intervention programmes.
- **Senior Leadership Team:** use data analysis effectively to monitor the performance individuals, groups and cohorts in reading, writing and mathematics.
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning.
- **Support staff:** support children with their learning as directed by class teachers and provide feedback on children's learning.
- **Parents/Carers:** parents/carers play a vital role in their child's development, in supporting children with reading and homework. We promote home school communication via newsletters, the website and use of text messages. We have two formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers or Head Teacher.

### **Marking/Feedback**

*Please refer to the Marking and Feedback Policy*

### **Homework**

*Please refer to the Homework Policy*