

Assessment Policy

Monkspath Junior and Infant School

Assessment lies at the heart of the process of effective teaching and 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 difficulties and chart progress. It helps the school to strengthen learning across the curriculum, helps teachers enhance their skills and judgements and to inform planning and it helps children to make good progress. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Assessment at Monkspath is, positive, manageable, useful, used and consistent. Our framework for progression can be found at end of this policy in the appendices.

Aims

- To provide accurate, intelligent informed assessment information and data for utilisation by teachers in planning learning for pupils.
- To communicate this with the community demonstrating the school's abilities to effectively oversee, plan and develop its curriculum on both an individual and whole school basis.
- To provide a continuous process by which teachers find out about and understand their pupils' capabilities and achievements and use this to effectively plan learning opportunities and enhance progress.
- To be an integral part of the National Curriculum statutory procedure.
- To outline the purpose and management of assessment in the school.
- That the implementation of this policy is the responsibility of all the staff.

The Purpose of assessment

Formative: To identify future targets for the class, group and individual as appropriate within the subject areas.

Diagnostic: To identify children's strengths and weaknesses.

Summative: To monitor children's progress.

These assessments can be used:

- To inform parents of their children's progress.
- To promote continuity and progression within and between year groups.
- To ensure a consistent approach to judging children's attainment.
- To ensure assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work.
- To identify and support special needs.
- To provide information to external auditors.
- To support the professional development of teachers.
- To assist in evaluating the success of curriculum delivery.
- To encourage teacher reflection as to the appropriateness of teaching styles employed.
- To help children progress.

Assessment for Learning (AfL) and assessment of learning (AOL)

Assessment for learning is key to the teaching process and ensuring that all pupils make good progress. AfL is an ongoing process at the core of learning at Monkspath. This is informed through a variety of methods including dialogue with pupils, orally and in marking, questioning and observation. The information gained from this is used to help teachers intervene swiftly and effectively to adapt their teaching and guide pupils through the next steps of their learning.

At regular periods throughout the academic year teachers assess pupils against our agreed assessment criteria. The outcomes of this are recorded on the 'Pacemaker' tracking system. This system is currently being updated to reflect our revised assessment criteria.

Guidelines

- Teacher assessments will be monitored by the Senior Leadership Team, Middle Leadership team and subject leaders.
- Each Year Group Leader is responsible for maintaining assessment materials for their year group. These may be used to support teachers in making or confirming their teacher assessments.
- Children in Years 1-6 will complete termly tests in reading, grammar, spelling and mathematics. Teachers will be informed of which tests to use by the Deputy Head Teacher. PIRA (reading) and PUMA (Maths) tests are currently used. Rising Stars assessment materials are used to test grammar.
- Attainment in writing is judged using teacher assessment with judgements being made based on our assessment criteria using pupil's independent writing across a range of curriculum areas.
- Children in the Foundation Stage do not complete tests.
- The Department Heads of Year 2 and Year 6 will help the teachers to plan and resource their classrooms for the End of Key Stage assessments (sometimes also referred to as SATs), but it is the responsibility of the class teachers to carry these out and complete the end of Key Stage procedures in line with Statutory requirements.
- Each Department will hold an annual meeting for all parents, at the end of the summer term, to discuss induction to the new year group. During this meeting, the teachers of Year 2 and Year 6 will inform the parents about end of Key Stage assessment procedures.

The following are all the forms of assessment used at Monkspath School:

1. Statutory Assessment.

A) Teacher Assessments

- All requirements of the annual Assessment and Reporting Arrangements (ARA) for Foundation Key Stage, Key Stage 1 and Key Stage 2 must be followed
- For each child in the final year of key Stage 1, a teacher assessment must be made in English, Maths and science. Teacher assessed judgements must be recorded before the end of the summer term.
- For each child in the final year of Key stage 2, teacher and test assessments in the core subjects must be completed by the end of the summer term.
- For pupils transferring to a new school other than at the end of a Key Stage, the current requirement is to provide the receiving school with the latest teacher assessment in the core subjects.
- Records of assessment in core subjects are available on the school tracking documents – the 'Pacemaker' on the W drive of the school network. This system is currently being updated – the Deputy Head Teacher will provide teachers with appropriate tracking grids to complete whilst this is ongoing.
- Records of assessment in foundation subjects will be passed on to the next class teacher and are also stored on the schools tracker on the W drive.
- Nursery and Reception baseline assessments will be completed during the first half of the Autumn term, following agreed Solihull procedures and then at the end of each term.
- Assessment activities should be differentiated to ensure all children have access to the task.

B) Tests

- For each child in the final year of Key Stage 2, SATs tests in Reading, Grammar, Vocabulary and Punctuation and spelling and maths are completed in May, with externally marked results returned and reported by the end of the summer term.
- For each child in the final year of Key Stage 1, SATs tests in Reading, Grammar, Vocabulary and Punctuation and spelling and maths are completed in the summer term, with results used to support teacher assessment and reported by the end of the summer term.
- Records of assessment in the core subjects will be passed on to the next teacher/ school at time of transfer.

2. Internal Assessment

A) Teacher Assessments

Assessment in reading, writing and maths is based upon use of the agreed school assessment criteria grids, closely linked to the National Curriculum. These grids enable teachers to accurately and consistently assess pupil knowledge and understanding, identify the next steps for their learning and set effective, measurable, manageable and achievable targets which are personalised for each child.

Teacher assessments should:

- Be made systematically and continuously throughout each year on the appropriate recording sheets and a summative judgement is made Termly, using tests to help inform the judgement.
- Give all pupils the opportunity to demonstrate what they know, understand or can do.
- Use a variety of assessment techniques.
- Be carried out as part of normal classroom activities, using both formal and informal assessment opportunities.
 - Be made in all classes and with all children in Foundation- Year 6.
 - Results of assessments in core subjects will be recorded termly on the 'Pacemaker' – our whole school tracking system accessed on the W drive of the school network. Foundation subjects will be recorded on the foundation subject tracker, also located on the W drive.
 - Records of assessment will be passed on to the next teacher/ School at the time of transfer.

B) Tests

In addition to the statutory requirements other assessments will be carried out termly. They are as follows:

- Test appropriate to each Year Group will be used to support teacher assessment. These may include questions from test base, previous Year 2 and Year 6 SATs papers, or other published materials.
- Children will complete a reading test, a grammar, punctuation, vocabulary and spelling test and a maths test each term (from Year 1 to Year 6)
- All data and assessments are analysed by class teachers, year groups, relevant subject leaders and Senior Leaders. Results of the analysis will be held by or passed to the class teacher to inform new short/medium term planning.
- Termly pupil progress meetings between Year Group teachers and the Head Teacher and Deputy Head Teacher take place shortly after judgements have been finalised.
- All children in Year 1 complete a phonics screen in June. Results of this are reported by the end of the summer term,
- Any children who did not achieve the pass mark or who did not complete the phonics screen in Year 1 will complete the phonics screen in the June of Year 2

3. Writing Assessment

Half Termly writing samples are collated and assessed. Each child has their own writing portfolio which follows them through school and provides evidence of the progress they make in writing.

4. Whole School Moderation.

We carry out internal moderation of reading, writing and maths during staff/ department meetings at least once each term to ensure continuity and shared understanding of the assessment procedure. Moderated work will be kept by the relevant subject leaders.

All teachers will compile samples of work for moderation purposes. These samples will be required for internal moderation. The Deputy Head Teacher will ensure that a range of staff are provided with the opportunity to attend external moderation alongside other local schools in our collaborative and the Local Authority.

All teachers will be involved in moderation activities each academic year.

Assessment guidelines and standards files will be used to ensure consistency of judgements across the school.

5. Short term planning.

Assessment should be considered at the planning stage in order to ensure that work is matched to the range of attainment at which children are working within each class. The school's curriculum framework identifies the programmes of study to be covered each term. Weekly planning needs to address short-term considerations.

Learning objectives and success criteria/ targets should be made clear to the children so that they can understand the purpose of their activities, the progress they have made, and targets for future learning.

Pupil curriculum targets in reading, writing and maths are updated regularly and shared with pupils and parents. Teachers must ensure that targets set are appropriate and achievable within relevant timescales and that learning opportunities are provided which enable pupils to meet these targets.

In making assessments, teachers need to be aware of the dangers of bias in respect of gender, race, disability or social background. In the case of children with Special Needs, where evidence of attainment in the core subjects is provided, it is essential to state whether a reader or scribe was necessary in the assessment process.

6. Considerations.

Our tracking system – the Pacemaker – is currently being updated to ensure that it is fit for purpose and provides useful tools to analyse attainment and progress across the school.

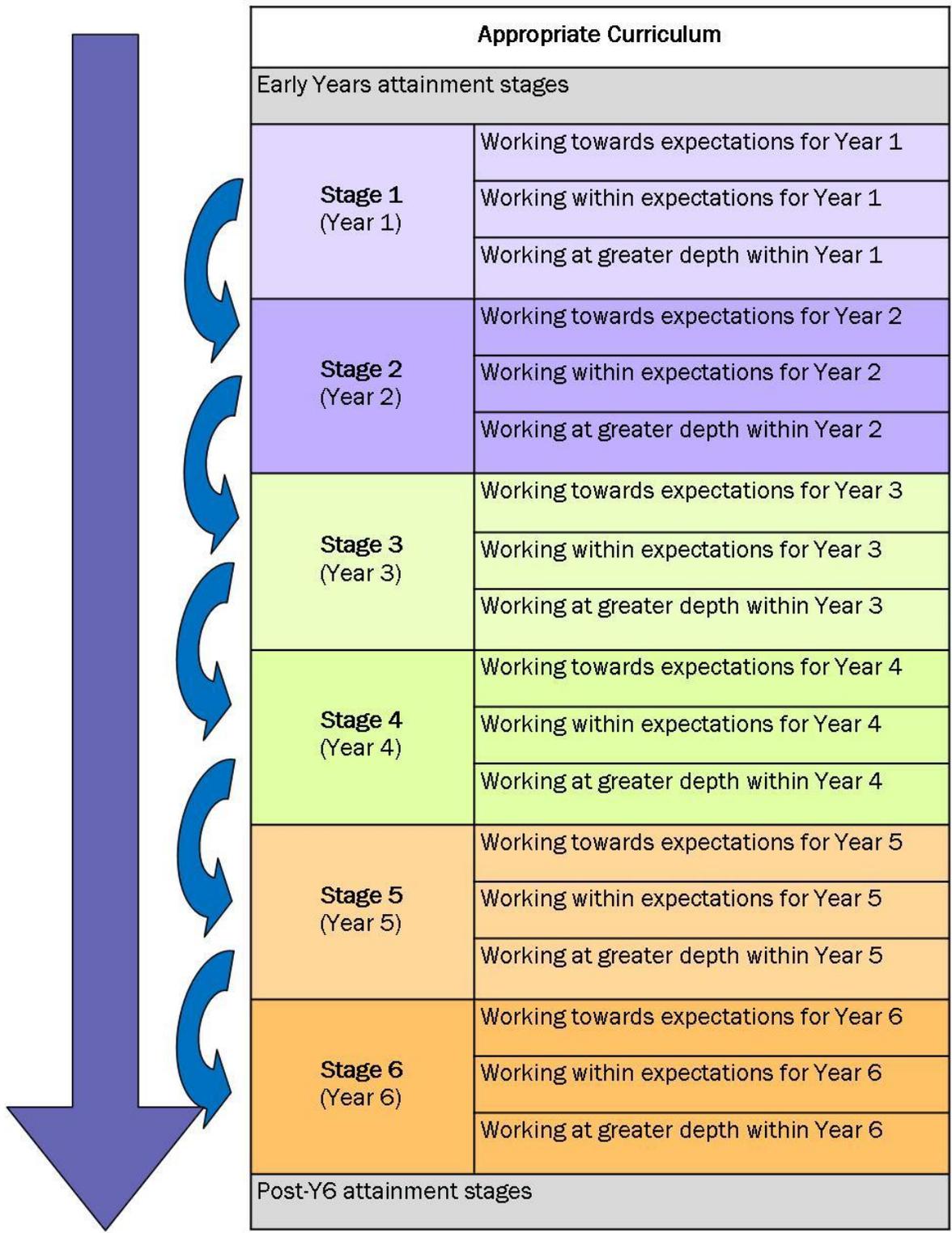
Our assessment criteria have been updated to meet the requirements of the National Curriculum, but are currently being further refined and embedded across the whole school.

We are currently using PUMA, PIRA and Rising Stars test materials across Key Stages 1 and 2 to support termly summative judgements. The effectiveness of these tests in supporting accurate judgements and measuring progress is currently being evaluated.

Date: April 2016

Date for review: January 2017

Stages 1-6. Children enter, develop and then become secure against the National Curriculum statements for each year group.
 Some children will be able to apply their Year Group curriculum across a range of subjects and contexts and will be working at greater depth by the end of their academic year.



Please note: Children will not be assessed as working within a higher Stage than their Year Group. For example, the attainment of children in Year 4 in reading, writing or maths will not be recorded as anything above '4H'.

	Working towards expectations	Working within expectations	Working at greater depth
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
	Good progress	Good progress	Good progress