



KERR MACKIE PRIMARY SCHOOL

ASSESSMENT POLICY MAY 2015

Adopted by Kerr Mackie Primary School T&L Committee on
6th May 2015

Signed by Chair of T & L Committee: J Fraser

To be reviewed by Governors on: May 2017



Assessment is fundamental to be able to extend and challenge children's learning so they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- 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

Early Years Foundation Stage

On entry to the school children are formally assessed using a Dfe approved baseline assessment provider. Results are used to inform planning and aid early identification of special needs. Children are assessed regularly to ensure that the next steps in learning are appropriately planned in order that children make progress. Pupils' achievement and attainment is measured using the *Early Years Foundation Stage Profile* (EYFSP) which is based on teachers' ongoing observations and assessments in the following areas:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

Literacy

Mathematics

Understanding of the world

Expressive arts and design

Characteristics of effective learning:

Playing and exploring

Active learning

Creating and thinking critically

Each child's developments and achievements are recorded using Tapestry against EYFSP. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning.

For each ELG, practitioners judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Alongside this teachers assess the children termly in maths and writing. For maths they use the 'Numbers and Patterns phrases' and for writing Ros Wilson's criterion alongside observations recorded on the software APP Tapestry.

KS1 and KS2

Core subjects

In all three of the core subjects there is a range of ongoing summative and formative assessment to inform teachers planning and the next steps for children. The school use Positive Mentoring throughout Key stage 1 and Key Stage 2, with every child having their own learning profile folder.

Maths

Each half term the children sit a Positive Mentoring test that will cover all areas from the new maths curriculum. The results are then recorded on to a spreadsheet which will create the children's individual targets as well as their attainment level. Teachers complete marking grids with the children in their books to assess learning on a day to day basis. This informs planning for when the same unit of maths is next taught.

Writing

Before each unit of writing the children write an independent piece known as a 'cold task' and teachers use this to analyse what the children know but also what they need to be taught in that unit. The process of Talk for Writing is used to teach the unit. A few weeks after this unit has been taught the children then produce a 'hot task' on this unit. This is assessed using the Positive Mentoring criteria to see which writing techniques children can use as well as their understanding of the grammar required in that year group. Using this criteria gives the children their level as well as their individual targets.

Reading

The children are continuously assessed in their reading during guided reading sessions as well as other reading opportunities across the curriculum. Levels and individual targets are set for each pupil using the Positive Mentoring criteria.

Assessment judgements

Each year group is described as a stage;

- Year 1 = stage 1
- Year 2 = stage 2
- Year 3 = stage 3 etc.

A child's attainment will be based on how much of the criteria within the stage the child has met. The child's attainment will be judged as either emerging, developing, secure or ready (see below).

- Stage 5 emerging
- Stage 5 developing
- Stage 5 securing
- Stage 6 ready (meaning they are ready for the following year's learning.)

One to one meetings

Each term the children have a one to one meeting with their class teacher to discuss the progress they have made and the targets they need to focus on next in reading, writing and maths. This allows there to be an open dialogue between the child and their teacher about their progress as well as their learning attitudes.

Learning Profile Folders

Each child, from year 1 to year 6, has their own learning profile folder which contains all of their Positive Mentoring target sheets and their target sheets from the one to one meetings. The files contain copies of their 'hot writes' from literacy as well as their Positive Mentoring maths tests.

Reporting To Parents

Reports promote and provide:

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

Parents are invited to attend formal consultations (parent evenings) 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. Termly target sheets are sent to parents to keep them fully informed of their child's progress in Reading, Writing and Mathematics as well as any issues surrounding their learning behaviour. The teacher or head teacher may invite some parents to discuss the target sheets.

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.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing is also provided.

Foundation subjects

As staff cover the curriculum the assessment of foundation subjects is ongoing. Staff complete a table for each subject which has the end of the key stage expectations on taken from the curriculum. These expectations are separated into EYFS, KS1, LKS2, UPS2 then the corresponding year groups. Teachers record whether a child is below, at or above their year group's expectations. Subject leaders review these grids as well as monitoring and moderating samples of learning from across the school with a focus on progression.

Feedback

Written and oral feedback follows the school's feedback policy. Feedback is instrumental in ensuring that a personalised learning journey for all children is realised.

Feedback directly relates to the lesson's success criteria and targets set for each individual child. The primary aims of feedback are to ensure that the pupil understand what they can do well and what they need to do to improve. Teachers will know what the child's gaps are which then supports the planning process. Time is given in the lesson for the pupils to review and respond to the written feedback ahead of the next session.

Feedback can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Staff Development

Opportunities for staff development is an important aspect in the teaching of reading. Such opportunities will be provided through:

- In-service training
- Moderation sessions
- Regular discussion with the senior leadership team
- Planning/liaison between class teachers and teaching assistants as required
- Regular early intervention meetings
- Staff appraisal procedures
- Pupil progress meetings

Monitoring and review

The implementation of the assessment policy is monitored as an ongoing part of the school monitoring programme. Evidence of the policy in practice is gathered by a variety of means. This includes teachers' planning, learning journey folders, assessments, observations and learning walks. The policy will be reviewed by governors every two years.