



# **Assessment Policy**

## **PARK VIEW PRIMARY SCHOOL**

### **ASSESSMENT POLICY**

“Effective assessment is a key part of good teaching in all subjects. The best schools use regular formative assessment to assess what their pupils know and identify where they need additional support. This in turn allows meaningful feedback to individual pupils and parents.”  
(www.gov.uk - 2013)

#### **Aims Of Assessment**

At Park View we believe assessment should:

- ✓ Provide children with appropriate feedback on their learning.
- ✓ Provide class teachers with assessment opportunities designed to support planning and implementation of a curriculum that meets the needs of each child.
- ✓ Provide information that will assist the early identification of specified support so that all children can achieve their full potential.
- ✓ Provide parents with a clear and accurate sense of their child’s achievements and progress, as well as areas where they can support development at home.
- ✓ Comply with legal government requirements.

#### **Statutory Requirements For Assessment, Recording And Reporting**

Following the statutory changes to the National Primary Curriculum in September 2014, we have implemented an effective assessment system that provides reliable information about how children are performing. It also helps to drive improvement for children and teachers ensuring school is keeping up with external practice and innovation.

#### **Assessment**

Schools have a duty to implement the National Primary Curriculum and the statutory assessment arrangements at the end of Key Stages 1 and 2. This also includes the Early Years Baseline Assessment and Year 1 Phonics Screen Check and Year 2 Re-Check.

At the end of Year 1, Phonic Screen Check tests are completed, marked and scored. The DfE set a threshold each year. Children either ‘pass’ or ‘not pass’. If they do not pass the Check in Year 1, they repeat the Check in Year 2.

At the end of Key Stage 1, statutory assessments will be internally marked and given a score. Alongside a teacher assessment, an overall assessment must be made in each of the three subjects of Reading, Writing and Mathematics. From 2016, KS1 children can also complete a Spelling, Grammar and Punctuation test, but this is currently non-statutory. Standard testing in the core subjects must be administered in accordance with DfE instructions.

At the end of Key Stage 2, all statutory assessments must be dispatched for external marking, with the exception of Writing which is assessed for progress over time by each class teacher. Standard testing in the core subjects must be administered in accordance with DfE instructions.

## **Recording**

Staff use 'Skills Progression Statements' where each year group has statements that reflect the skills each child is expected to achieve across the year. Every half term, teachers highlight judgements which indicate what each child has achieved during that half term. Any gaps provide teachers with the objectives that they still need to teach, or a child has not achieved yet and may need to repeat.

Once staff have made judgements from the criteria for each year group, they convert them into a Target Tracker 'band and step'. Target Tracker is a purpose built program which allows school to input and record data, track data and analyse it through various reports that the system offers.

Each year group is referred to as a band within Target Tracker:

Year 1 = Band 1

Year 2 = Band 2...etc

Within each band there are steps which indicate how far children have progressed through the band:

- Beginning and Beginning +
- Working within and Working within +
- Secure and Secure +

The expectation is to reach at least 'Secure' in each band at the end each year.

## **Reporting**

Parents must receive a written report on their child's progress and attainment at least once a year. It must include all subjects and activities studied as part of the National Primary Curriculum. School is required to report teacher assessments in the core subjects and on the results of any National Curriculum tests of children in Y1, Y2 and Y6.

## **Planning And Working Arrangements**

Assessment opportunities occur as learning is taking place but they can only be used effectively if they have been identified at the planning stage.

Working arrangements for planning are as follows:-

### Long-term planning (Programmes of Study/Schemes of Work)

This has been undertaken by Subject Leaders following consultation with staff, providing continuity and progression. Each class teacher must complete an overview yearly planner. These are photocopied for planning files and are held centrally as evidence.

### Medium-term planning (half termly planning sheets)

Each class teacher prepares half-term planning sheets for each of the National Primary Curriculum subjects. These are photocopied for planning files and are held centrally as evidence.

### Short-term planning

Each class teacher completes weekly planning sheets. This outlines the learning experiences linked to the National Primary Curriculum for each week and identifies what children are expected to achieve according to their ability.

## **Assessment, Recording And Reporting In Practice**

Assessment is the frequent monitoring and recording of pupils' progress and achievements, it does not mean continuous testing. The assessment process provides information for formative, summative, diagnostic and evaluative purposes and should reflect individual progress.

We use assessment in school for the following reasons:-

1. National Curriculum requirements
2. Monitoring progress
3. Children with additional needs
4. Planning
5. Reporting

As assessment is an on-going process throughout the year, teachers are provided with 'Data Deadlines' each half term where each class submits their data in order to be analysed. Termly pupil progress meetings are held each year in order to discuss data and any issues/concerns that arise as a result.

## **Formal Assessment**

Government tests at the end of Key Stage 1 and 2  
Phonics Screen Check - Year 1  
Phonics Re-Check - Year 2

## **Teacher Assessment**

Teacher assessments are made continuously in a range of ways including, for example, observations, listening, discussing work, completion of Success Criteria, developmental marking, pupil response to developmental marking, pupil voice, progress over time in books. It is neither desirable nor necessary to attempt to record all of these at any one time.

## **Recording**

All children in school are issued with a record file on admission. The file includes all personal information, medical details and some details of special needs held by the school. Emergency contact forms are also kept on file, for all children, and updated annually.

## **Assessment Files**

Such records are a tool for teachers, and are designed to inform planning and teaching throughout the year. The records provide evidence for the process of making judgements throughout the year. They also act as vital information for a child's next teacher and copies are passed on and discussed in advance of the new school year.

Class reading records contain a detailed record of the books read by each child. These are passed to the next teacher.

All staff keep mark books which contain additional information on a range of curriculum areas. Teachers' personal records are for their own personal use and convenience.

## **Transition**

In the case of a child leaving Park View to go to another primary school, a Common Transfer Format file (CTF), is forwarded to the receiving school. Examples of the child's work will also be provided by the class teacher if required.

The school responds positively to all requests for information from receiving high schools. Information usually passed on at present consists of the child's individual record file, annual school report, test results, any SEN information and any other reports relevant to child's progress. Each child's progress, attainment and achievements are discussed in detail with high school staff.

## **Reporting**

Reporting to pupils is an on-going verbal process. Reporting to parents takes place officially twice a year when parents' evenings are held. Reports on all National Primary Curriculum areas for every child are sent out at the end of the academic year.

Parents are invited to discuss their child's report should the need arise. Children in Y1, Y2 and Y6 will receive a report of their National Curriculum statutory assessment results.

Written reports are only part of the reporting process and we can report to parents in many other ways, eg: school website, informal chats, school booklets, open days/evenings. Reporting to Governors takes place termly within the Head Teacher's Report.

## **What Evidence Do We Keep?**

Evidence can be

- concrete
- observed/heard
- reflected-upon by the teacher after the event
- discussed - where understanding is demonstrated in dialogue between pupil and teacher

If judgements are made systematically, and are carefully recorded, the teacher's records themselves provide most of the evidence required for assessment and for standardisation.

## **Marking**

Marking should be developmental and provide encouragement and constructive criticism. The establishment of a purpose which is openly shared between teacher and pupil should provide the basis for evaluating the work. In this way children become involved in the process of improving the quality of their work. This also embraces the inclusion of Success Criteria and its effective use for both staff and children.

## **Conclusion**

- All class teachers will be responsible for the recording of attainment and progress of the children in their class.
- Class teachers will be responsible for the regular updating of records. Assessment and record keeping should be manageable and economical in use of time.
- Responsibility for the implementation of this policy lies with each individual class teacher.
- The Curriculum and Assessment Lead will oversee regularity of data input and rigorous data analysis, and will review and updated this policy as necessary or if legal requirements change.

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