

Assessment Policy



March 2016

At Gwladys Street we understand the need to assess each pupil to identify what they know and understand so the next stage of their learning can be planned for to enable them to achieve the best possible outcome by the end of Year 6. Using effective assessment, children will be able to recognise their achievements and celebrate their own successes and as a tool to show progress of each child's learning.

Links to school aims:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided within an Inclusive setting.
5. Where everyone respects each other and works as a team to achieve our goals.
6. Where children develop lively, enquiring minds, selfconfidence and independence.

AIMS of Assessment Policy

- To provide relevant information to aid decisions for future steps in the teaching and learning of the children in our school.
- To enhance personal achievement.
- To raise and recognise whole school achievement.
- To support challenging target setting that facilitates progress in a child's learning.
- To remove any barriers to learning as quickly as possible.
- To provide relevant support for individual children/cohorts of children.
- To recognise national standards and age related expectations.
- To be of benefit to the child, the teacher, the parent and the school.
- To encourage staff and pupils to record their achievements

- To enable the pupils to be secondary school ready by year 6.

ASSESSMENT

Assessment is an integral part of the teaching and learning process and is used in the short term, medium term and long term.

Short term assessment

Assessment is used daily by the class teacher/teaching assistant in lessons. The teacher will ensure that there are pre assessments in English and Maths and gathers prior learning at the beginning of lessons to ensure that skills and knowledge is consolidated and then enhanced. Teachers and teaching assistants will use a variety of Assessment for Learning (AfL) techniques within the lesson and ensure that their teaching is modified to these assessment opportunities. At the end of the lessons there should be a plenary, to consolidate and take feedback on children's learning and moving on to the next steps. Marking is also a form of assessment and the teacher is able to recognise the child's learning and address any misconceptions or extend learning further. (see Marking Policy) Foundation Stage 1 and 2 conduct observations against Early Learning Outcomes and Goals and record in the children's Learning Journals. Weekly assessments of GPS are carried out using Grammar Hammer and Mental Maths so that teachers can assess misconceptions quickly.

Gwladys Street uses Otrack for the teacher/teaching assistant to assess the children's learning against the National expectations for the child's year group. The teacher will colour code the objective taught:
Red if the child did not grasp the concept,
Orange if the child had support with the concept
Green if the child grasped the concept
Purple if the child is able to confidently use the skill/knowledge across the curriculum.

The teacher will use Otrack to support their planning to ensure that children are becoming confident in the skills and knowledge and to 'plug' any curricular areas.

Medium term assessment

Medium term assessment includes more formal assessments to be conducted to check if the pupils are consolidating their skills and knowledge. Medium term assessments include administering Reading ages, Comprehension Ages and Maths ages for pupils from FS2 (in summer term) to Year 6 at least three times a year to show progress. These assessments are analysed and are used by the teachers and SENDCo to identify any children who need extra support.

Rising Stars Reading Comprehensions and Grammar Punctuation and Spelling are conducted half termly to support the teacher's in identifying gaps in curricular areas for the next half term

RWI (Read Write Inc) will conduct 6 weekly assessments to assess children's understanding of phonics and move the children accordingly to the correct RWI stage.

FS 1 and 2 set targets each term from half termly assessments and observations in Reading, Maths, Writing and Physical Development to focus on the next steps of learning.

Each half term Pupil Progress Meetings will be conducted by members of the Senior Leadership Team (SLT) to discuss each class from FS1 to Year 6 to discuss progress and any barriers to learning. Through these meetings teachers will be able to show evidence of their planning, books, lesson observations, learning walks, assessments to show that they are moving the children's learning forward and using correct intervention strategies to plug curricular gaps. These are monitored by the Head teacher and Deputy Headteacher.

At the end of each term, teachers will make a judgement for each child to state if the child is below, working towards, expected or above expected the national standard for the year group on the school's tracking system Otrack. These judgements are moderated by subject leaders and SLT and the school endeavours to moderate the children's work other schools within Liverpool LA and outside to ensure the school's judgements are correct. These assessments are to ensure that the child continues to make progress and the SLT alongside the Assessment Leads (Headteacher and Deputy Headteacher) will analyse the data to ensure all cohorts of children are accessing correct intervention and support.

Long Term Assessments

Long term assessments are conducted to show the overall progress of children each year. These are assessments which may be statutory National Curriculum tests or within assessments within school.

Each year the school will conduct *GL Assessments* which show standardised scores for each child against the child's date of birth in Reading, Comprehension, Spelling and Maths. These are conducted at the beginning and end of the year. Teachers will analyse the assessments' findings at the beginning of the year so they know which curricular gaps the children need to learn, and then find out how much progress the child has made at the end of the year.

Foundation Stage 2 teachers will conduct a baseline at the beginning of the Autumn Term to assess the children's learning on entry and this will be used to demonstrate the progress over the year for FS2 children. The FS teachers will assess the children's progress at the end of the year against the Early Years Profile to ascertain if they have met Early Learning Goals recorded as Emerging, Expected or Exceeded. These judgements may be moderated by an external assessor to ensure they are correct and internally by year 1 teachers.

Years 2 and 6 will sit the statutory National Curriculum Tests in May for Reading, Grammar Punctuation and Spelling, and Maths. Teachers will assess writing in school but may be moderated by an external assessor to ensure judgements are correct. Year 6's statutory tests will be externally marked. Year 2 and 6 results are reported to the Local Authority.

Years 3, 4, and 5 will conduct assessments on the National Curriculum in June in Comprehension, Maths and GPS. These tests will be marked by teachers within the school. Diagnostic analyses will take place to ensure that gaps are identified to the next teacher and subject leaders ensure that gaps are taught effectively or new resources needed.

Year 1 children will participate in the statutory Phonics Screening test in June each year. Children are assessed on their phonic and reading skills. Any child who does not pass will sit the tests again the following years. Year 1 results are reported to the Local Authority.

All assessments should be analysed and recorded to plan effective teaching and learning. All teachers have an Assessment file to place their data in and use regularly. These Assessment files must be kept up to date and passed onto the next teacher.

Reporting

Parents' evenings are conducted in the Autumn and Spring Term where teachers report pupil's progress in learning. Parents/carers will be able to look at their child's work and books and teachers should report to parents/carers their child's standards against National Expectations and how they are being supported within school. Teachers should ensure that they also explain how parents can support their child at home and what next steps of learning need to take place.

Teachers will write an annual report on the child's progress over the year and state the National Standard of the pupil. Parents/carers are invited to speak to the class teacher to discuss this in more detail. Pupils record their own reports to be sent home to parents and parents are encouraged to make their own written comments.

SPECIAL NEEDS

The SENDCO (*Special Educational Needs Disability Co-ordinator*) is responsible for identifying and supporting children with specific learning difficulties. With the class teacher One Page Profiles are organised for the children, identifying specific strategies to enable the children to progress at an appropriate pace. Regular assessments and dialogue between all support services and staff need to be recorded.

Time Management

The Headteacher and Governors appreciate the commitment of staff to effective assessment, recording and reporting and recognise that much record keeping is updated after school hours. We fully support any workable initiatives within 'workforce reform' to provide adequate PPA (Planning, Preparation and Assessment) time within the school day.

N Booth (Headteacher) and A M Berry (Deputy Headteacher)

Assessment Leads for Gwladys Street Community Primary and Nursery School

To be reviewed by July 2017