

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 John Perry Primary School, we use the National Curriculum alongside the International Primary Curriculum (IPC) and other Schemes of Work (such as Abacus for Maths, Wordsmith for English, Music Express Online and Rising Stars French) 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 and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents, carers 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 on-going, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning Intentions and Success Criteria are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children are assessed periodically and progress and attainment data is recorded on Integris. Test materials, especially in Years 2 and 6, and children's work in books are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. These are used to target all children, including those working below, at and above national expectations and to plan/evaluate intervention. Focus groups for 2016-2017 are:

- Pupil Premium
- SEND

- More able
- Lower attainers
- Main ethnic groups

National/Transitional

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)
- End of KS2 (Year 6 SATs)

Assessment in Early Years

Within 6 weeks of the child starting Nursery or Reception they will be given an on-entry 'baseline' assessment. We will use our professional judgement to assess the age band children are working within across the EYFS 7 areas (comprising 17 aspects of learning). Results will be reported to the EYFS Leader and the Local Authority and recorded on Integris.

Expected standards for Early Years are:

Nursery

30-50 months = In line with ARE (Age Related Expectations)
 22-36 months = Below ARE
 Any other lower age band below = Significantly below ARE

Reception

40-60 months = In line with ARE
 30-50 months = Below ARE
 Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual levels and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, photographs, videos, staff notes or by use of I-Pads. Data is recorded using Integris.

Summative Assessment – GLD

Children's attainment is recorded in the school tracking system and discussed termly at Pupil Progress meetings. The Good Level of Development (GLD) is a performance measure for EYFS pupils. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
- the early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 early learning goals a child is recorded as having achieved a 1, 2 or 3 so it is possible to give children an overall "score".

Once data has been submitted to the DfE the average score of the whole national cohort will give the secondary measure of a "good level of development."

Assessment Cycle in Early Years

- Nursery and Reception to assess on-entry age band within 6 weeks of the child's start date
- Progress:
 - Autumn 2
 - Spring 1
 - Spring 2
 - Summer 1
- Summative data:
 - Nursery to assess children against ARE Summer 2
 - Reception to assess children against ARE Summer 2

Parents / Carers

Parents are included in their child's learning journey via notice boards, school website and parent contribution sheets, photos and evidence from home. Parents and Carers are also able to view their child's Learning Journey, profiles and books at half termly events, but are welcome anytime. We have two formal Parents Evenings 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.

Assessment in Key Stage1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out termly. These are used to inform teacher assessments.

Teacher assessments are entered on to the schools tracking system. This data is analysed to show progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress. Progress and attainment are discussed during Pupil Progress Meeting throughout the year.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

National Assessment tests are carried out at the end of Year 1 (phonics screening), 2 (SATs tests and phonics screening for those children who didn't do the test in Year 1 or failed it) and 6 (SATs tests) and past papers and optional SATs used each term by staff to inform teacher assessments.

Special Educational Needs

Pupils identified on the SEND register are assessed in line with other pupils using the PIVATS document (pre National Curriculum Levels) or age-related expectations from Integrus. Teachers use pupils' work in books to support and contribute to their formative and, ultimately, summative assessment.

Assessment Criteria

Following the implementation of a new National Curriculum and with the removal of levels previously used to measure progress and attainment, we now have a new way of recording and measuring pupil attainment and progress.

Children are now being assessed according to age-level expectations which are divided as follows:

(Year group followed by).0/1/2/3/E/E+

The expected end of year age related achievement would be E or E+.

Summative assessments are recorded in the school tracking system every half term.

Moderation:

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts and school. Members of SLT, SMT and teachers are involved in the moderation process to ensure accuracy and consistency in the following ways:

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders
- With colleagues from other schools

- With LA moderators and by attending LA sessions to ensure our judgements are in line with other schools

Moderation can take place at any given time during the academic year, but always after data has been entered in the school tracking system and before Pupil Progress Meetings to ensure accuracy of judgements.

Communication with Parents and Carers

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the year. Teachers are also available for informal consultation if parents or carers wish to discuss their child's learning at other points.

End of year's reports will comment on children's attainment and progress and key assessment information will be included in these reports.

Assessment within Curriculum Subject Areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Teachers provide children with verbal feedback and marking to make them aware of their successes and areas for development. This also helps staff to see gaps in learning and adapt their planning accordingly.

Marking and Feedback

Please refer to the Marking and Feedback Policy

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and DHT

Link Advisor (as above)

Head Teacher / Deputy Head Teacher / Assessment Leader: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home to positively impact on progress.

Pupils: Complete all work to highest of standard in order to make good progress in school.