



Stonesfield Primary School Assessment Policy 2016

Assessment & the New National Curriculum

The New National Curriculum is built on the premise that pupils should study fewer things in greater depth. Pupil learning will be assessed against the content from the National Curriculum on a year-by-year basis. Schools have been given the autonomy to decide their own approaches to assessment. This change is intended to provide parents, children and their teachers with a more understandable assessment procedure which will give clear information and identify what a pupil can do, how this compares to what is expected in their year group and what else they need to do to improve.

Stonesfield Primary School Assessment

At Stonesfield Primary School we believe that high quality assessment is at the centre of effective teaching and learning. Effective assessment informs planning for next steps and ensures that children are being given challenges that consolidate and then deepen their understanding, skills and knowledge. All staffs share the belief that all children can be supported to reach their potential. Our focus on developing growth mind sets and learning powers ensures that children are encouraged to develop effective behaviours for learning and positive attitudes towards learning. We aim to develop children's understanding of how we learn and to develop their ability to reflect on, assess and then improve their own work using success criteria. We use oral and written feedback and marking to develop our pupils as reflective, independent learners and to encourage and inspire them to work hard for further improvement and to develop high self-esteem and confidence. Marking enables teachers to find gaps in learning and to plan next steps accurately. Our goal is to nurture our pupils to become life-long learners who aspire to achieve well in all that they do.

Assessment & the New National Curriculum

Stonesfield Primary School has been working with our partnership of schools to explore how the new changes can be implemented and we have examined different assessment models. Our school has been assessing 'without levels' throughout the academic year 2014-15 and we have developed new assessment grids linked to the new curriculum which enable us to monitor individual pupil progress towards end of year expectations in maths, writing, GPS and reading. The grids inform planning and next steps in learning for our pupils. We also have an electronic recording system enabling us to analyse and monitor assessment information.

Our Approach to Assessment

Formative Assessment

EYFS Assessment

This year for the first time, a Baseline was measured for our EYFS children within the first few weeks of school. We chose to use the Early Excellence Baseline in which information was gathered about children through the same methods that we already use at school, close observation of our children in the EYFS setting. Results of the baseline inform planning and contribute to early identification of special needs.

Throughout the year in EYFS, assessment is continual and is based up close observation – observing and listening to children to find out what they enjoy doing and how they are developing and learning through their play.

At the end of the EYFS year, the EYFS teacher will collate all their assessment information on pupils to complete an Early Years Foundation Stage Profile (EYFSP) for the 17 Early Learning Goals (ELG) descriptors and for the Characteristics of Effective learning. A judgement will be made as to whether a pupil is at the expected level for each ELG, or has not yet reached the expected level (emerging) or has exceeded the expected level (exceeding). This data is used to give parents detailed information about their child’s attainment, progress and the characteristics of their learning. The ELG information also ensures smooth transition, informing year 1 teachers about how to best plan to meet the needs of their new pupils in year 1.

GLD Good Level of Development

Children are defined as having reached GLD 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) and;
- the early learning goals in the specific areas of mathematics and literacy.

KS1 and KS2

Teachers and classroom-based staff will be continually assessing children’s progress in KS 1 and KS 2 against year group expectations through targeted questioning, observation, discussion and marking. Children’s ongoing attainment and progress will be assessed using our school assessment grids and formally recorded at three points in the year in relation to the expectations for their year group as detailed in the National Curriculum.

Attainment will be recorded under the following headings:-

Emerging	Developing	Expected	Mastering
Working at an early stage of the expected standard for the year group.	Working towards the expected standard for the year group.	Working at the expected standard for the year group.	Working with competence and deepening understanding.

The large majority of pupils will progress through the curriculum content for their year group with the aim that most achieve the ‘expected’ standard for their age group and are then supported to move to the ‘mastering’ stage. Judgements will be based on a range of evidence from observations, daily classwork, questioning and summative tests.

Assessment Information for Planning

After each termly assessment point, teachers will add any pupil who has not made sufficient progress to their cohort Raising Achievement Grid.

At each termly assessment point, teachers meet at a Pupil Progress meeting to share information about all pupils, regardless of their starting points, who are not making sufficient progress. Discussion with SLT and our SENCo ensures that interventions are planned to ensure progress is accelerated. Interventions are recorded on Raising Achievement Grids with assessment data to enable effective measurement of impact. In this way, interventions which are not effective do not continue and alternative interventions are swiftly planned. Raising Achievement Grids enable

teachers to ensure that all pupils in school who are not making good progress have individualised help to move them on in their learning.

Moderation of Assessments

Judgements of standards of writing will be internally moderated within key stages in school as well as between key stages. The accuracy of writing judgements will also be moderated with teachers from our partnership of schools. Maths and reading assessments will be moderated internally through work trawls and analysis of summative assessments and through pupil progress meetings. The local authority moderates writing, maths and EYFS judgements periodically. We also seek external moderation from Local Authority School Improvement Partners.

Pupil Self and Peer Assessment

We are developing our pupils self and peer assessment skills and so that they can develop as independent learners, feel a sense of achievement and understand what their next steps in learning need to be. Pupils also have individual targets in writing to help focus their next steps and to enable them to monitor their own progress.

Summative Assessment

Assessment is also informed by tests and other diagnostic assessments; these include spelling, reading, comprehension and maths tests which give a scaled score. Teachers use these test to find out if there are any gaps in pupil’s learning or gaps in the learning of a whole cohort. The tests also give pupils regular practice of formal testing which they will face at the end of Years 2 and 6. Formative and summative assessments allow teachers to make judgements about pupil attainment which is then put on the school’s tracking system termly. Teachers will make a robust judgement about how well children are doing against age-related expectations. The tracking data helps us to monitor the progress of all pupils in school and it also enables us to examine the progress of groups of pupils. Monitoring data enables us to take rapid action where there is underperformance.

Stonesfield School Summative Assessments

	Summative Tests	Timing	Assessment data
Years 1 – 6	Progress in reading (PIRA) tests	End of autumn, spring and summer terms	Scaled score informs teacher assessment
	Progress in understanding mathematics assessment (PUMA)	End of autumn, spring and summer terms End of autumn, spring and summer terms	Scaled score informs teacher assessment
	Big Writing unaided writing	End of autumn, spring and summer terms	School assessment grids inform teacher assessment
EYFS	Optional Baseline test Early Excellence	Beginning of autumn term	Scores will be used to measure progress by the end of KS 2

Sharing Pupil Assessment Information with Parents

We hold parent teacher consultations twice a year and send out end of year reports with the option for a third meeting to discuss reports. At each parent consultation meeting teachers take summary notes which are agreed at the end of the consultation. At these meetings assessment information will be shared and parents will be told whether their child is on track to reach end of year expectations for their year group. End of year pupil reports give parents information about their child's attainment as well as their attitudes to learning and identifies next steps in learning. We have an open door policy; teachers are available after school so that parents may make appointments to discuss their children's progress and attainment at any point during the school year.

National Summative Assessments

EYFS	Children assessed against the seven areas of learning to see if they achieved a 'Good level of development'	June 2016
Year 1	Phonics screening	June 2016
Year 2	Children sit externally set tests marked by the class teacher in reading , maths, mental arithmetic, Grammar punctuation and spelling Teacher assessment for writing. Using Interim Teacher Assessment Frameworks for end of KS1	May 2016
Year 6	Externally set and marked tests in Maths (3 papers, 2 maths reasoning papers and one arithmetic paper) Reading 1 paper Grammar, punctuation and spelling 1 paper Teacher assessment for writing. Interim Teacher Assessment Frameworks for end of KS2	May 2016 No levels will be given; instead there will be a scaled score where 100 is the expected standard.