

Great Smeaton Academy Primary School Assessment Policy

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging
- Thinking: taking time for reflection and soft
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,

Show me and I remember,

Involve me and I understand

From September 2014, the Government introduced a New National Curriculum. The staff at Great Smeaton Academy Primary School have reviewed and adapted the Assessment curriculum in light of these changes.

The main changes to Assessment include:

- ✚ The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- ✚ Great Smeaton Academy Primary will use a selection of assessment tools to assess what progress the children have made in the academic year. We have developed a tracking system that is based on bands of progress throughout an academic year.

*“As part of our reforms to the National Curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do.”
(Department For Education Website)*

This Assessment Policy reflects our duties to: “eliminate discrimination, advance equality of opportunity and foster good relations.”

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. At Great Smeaton we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment followed at Great Smeaton

Assessment for, and of, learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use this to inform the next step of learning. Children are also proficient with using a variety of assessment strategies, including 'VCOP' in English lessons.

Assessment should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting. This has been fully embedded through the 'Learning Walls' present in every classroom.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Head Teacher.

The Head Teacher and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Records and Information passed on from one year group to the next at the end of the Summer Term

-  Group Lists (English, mathematics, Spelling)
-  SATs
-  Individual Education Plans (SEN)
-  Information on Gifted and Talented children Mathematics and English Key
-  Targets Reading records
-  Assessment folders
-  Guided Group reading Folders

Reports

Parents receive a written progress report of their child's achievement each term. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. It includes the child's band progress and a grading on effort. In the core subjects, next step target/s for improvement is/are highlighted.

Pupil Record Sheets

In the Foundation Stage, records of progress are kept once a term in English, Mathematics, Knowledge and Understanding, Creative, Physical development, Personal and Social and these are reviewed and updated every half term. The Foundation Profile is collated once a term. The teacher develops a learning Journey for each child.

In Key Stage 1 and 2, records of progress through teacher assessment are kept and these are reviewed and updated every half term. Parents receive a progress report each term and a full written report in the summer term.

SATs

In Summer, Years 2 and 6 are assessed through National SATs

Work Scrutiny

Annual KS1/KS2 SATs are carried out and in part, inform future planning and the School Improvement Plan.

Whole schoolwork audits are carried out in all subjects during the year.

Target Setting

Whole school curricular targets for different Assessment Foci in English and Mathematics are agreed through rigorous analysis of progress and attainment levels in the Summer Term.

Assessment foci in Maths and in English are selected to be school improvement curricular targets each year and displayed on the Learning Walls.

Curricular targets are converted into Year group targets by the class teacher, and year group targets are differentiated.

Targets are set at the start of each term, discussed and displayed within the classroom. Children are aware of their targets and can talk to them.

The Learning Walls in classrooms should also display support materials relevant to the current targets.

Marking of children's work reflects progress towards targets and independent work that achieves the target is highlighted..

Assessment of progress against targets involves a range of strategies including teacher, peer and child self- assessment.

These progressive achievements of pieces of independent work that meet the target are also recorded graphically on the Learning Wall, motivating pupils to reach the next step.

At the end of each term, a class summary of whether pupils have achieved their targets is produced which is monitored by the Head Teacher.

A follow-up guided group teaching session is carried out for children who have not met targets.

Evidence

Formative records

-  Children's books
-  Individual record keeping in the class assessment file.
-  Marking comments in exercise books.
-  Foundation observations for Profiles.
-  Class Curricular Target Achievement record

Summative records

-  SATs
-  Summer reports
-  class data
-  Maths Assessment Sheets
-  English Assessment
-  sheets Foundation profiles