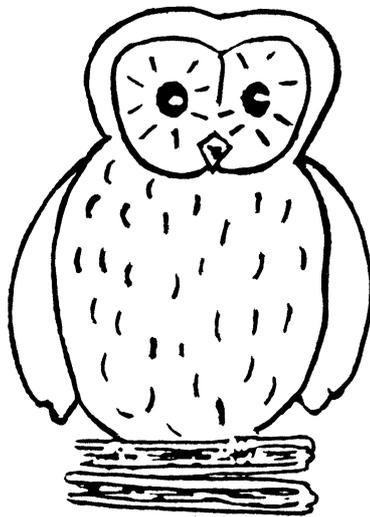


Overstone Primary School



Assessment Policy

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the traditional 3R's, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

Rationale

'...the purpose of assessment is to improve standards, not merely to measure them.'
(OFSTED 1998)

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

At Overstone Primary School, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

Objectives

Good assessment practice in our school will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

Two distinct types of assessment are identified and used in our school. These are:

ASSESSMENT FOR LEARNING (AFL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

ASSESSMENT OF LEARNING

Assessment of learning is more associated with judgements based on scores for statutory or summative purposes. Assessment of learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice, although both are certainly used to inform future learning. Both are essential in raising standards and should be used in all classes within our school.

ASSESSMENT FOR LEARNING

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of their capability'

Implications for teaching

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'wait' time (time to think)
- Build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their self-evaluation skills
- Make progress

Issues for management

Managers will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups

- Monitor the quality of teacher assessment, particularly through oral interaction in class
- Keep parents/carers informed and involved
- Use assessment information to inform the school development plan and identify learning and training needs, including taking account of diversity and the promotion of race equality

Assessment for Learning:

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • construct achievement • constructing a shared way forward • identify curricular targets Written Feedback to <ul style="list-style-type: none"> • Reinforce learning • Identify next steps • Identify good examples 	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem

ASSESSMENT OF LEARNING

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against scores and levels

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance in comparison to others and against previous performance

- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Issues for management

Managers will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
- Involve governors in their accountability role
- Keep parents/carers informed and involved
- Use assessment information to inform the school plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

Assessment of Learning:

This is heavily product focused, being written, recorded, performed.

Assessment Methods	Teaching Methods	Evidenced by
Testing Explicit test focus Statutory Assessments Marking to; • Express approval/disapproval/areas for improvement and action points • Grade Time limited tasks Closed tasks Formulated tasks	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product Pupil's own work, including speaking and listening (i.e. assessment of oral Competence)

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year, children will be assessed using the EYFS which is based on the teacher's ongoing observations and assessments in the three prime and four specific areas of learning. Each child's typical developments and achievements are recorded in the Foundation Stage Profile at the end of the year. Children will be assessed as either emerging, expected or exceeding. Reporting to parents is ongoing through Tapestry, an online learning journal.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools
- By using the published exemplification materials

School portfolios of moderated work will be kept by curriculum leaders.

The use of record keeping to support effective use of assessment.

Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teacher or teaching assistant to;

1. Identify learning needs
2. Support summative judgements

At Overstone Primary School we use the following methods of record keeping supporting assessment for learning and assessment of learning. These set a minimum level of records to be kept.

Assessment for Learning	Assessment of Learning
Narrative and on the spot observations of learning including Teacher Initiated Play and Child Initiated Play in the Foundation Stage Maths, Literacy and Science Pupil Targets Written and verbal feedback to pupils' learning Teacher annotations on planning, both medium and short term plans Interactive displays focusing on learning progress or skills Pupil self-assessment and peer assessment, e.g. response partners, talk partners, pupil-pupil Feedback Written feedback with responses and actions by pupils.	Foundation Stage Profile Annual Reports to Parents Samples of work (annotated and levelled) Published termly tests Test results, both statutory and non-statutory, e.g. PUMA and PIRA tests iTrack assessment tracking Writing Assessment Provision mapping and planning including records of interventions used with pupils Moderation exercises, both school and LA based Any additional records found useful by teacher or teaching assistant

Summary of current arrangements for assessment without levels at Overstone Primary School

End of year assessment – summative

For each year group, optional tests will be carried out purchased from Rising Star.

These will be analysed at the end of the year to identify the gaps and issues throughout the school.

SATs tests for years 2 and 6

Writing

A hot and cold task will be completed for each text type. A cold (pre teaching) task will be carried out at the start of a unit and then the hot task at the end, after the work has been completed. This will show the progress the child has made.

Each term a piece of writing will be carried out in each class and taken for whole school moderation in a staff meeting. This will be assessed against the expected outcomes for writing.

Teachers will use the Staffordshire grids to track progress and attainment in writing.

Maths

Children will be assessed alongside the objectives listed for each area in maths. Teachers will then assess whether the child is emerging, developing, expected, extending.

Reading

Children will be assessed alongside the objectives listed for each area in reading. Pupils will then be identified as emerging, developing, expected or extending.

Foundation subjects

iTrack will be used to assess whether a child is emerging, expected or extending in the foundation subjects.

I track

At the end of each term, teachers will enter progress data onto itrack. This will be completed for all subjects.

Tracking

Pupils will be assessed 3 times a year against the full assign Itrack statements (emerging, developing, expected, extending or deepening).

September	October	November	December
Home visits to inform FS Profile YR baseline assessment Setting of IEP targets Pupil Progress meetings Phonics baseline Common Exception Words spelling scores PIRA baseline – Year 1	Parent consultations. SAT type assessment yr 2, yr 5/6	Pupil Progress meetings Writing assessment for moderation – whole school	Summary report to KS2 parents Review and setting of IEP targets Yr 1 - 6 PUMA maths assessment and PIRA reading assessments Yr 1 Phonics Assessment Itrack core and foundation subjects tracking Yr 1/2 Open Parents Session
January	February	March	April
Pupil Progress meetings	Writing assessment for moderation – whole school SAT type assessments Y5&6 Parent consultations Yr 2 practice SATS	Yr 1 - 6 PUMA maths tests Yr 1-6 PIRA reading tests Yr 1 Phonics Assessment	Itrack core and foundation subjects. Review and setting of IEP targets Pupil Progress meetings
May	June	July	Notes:
Pupil Progress meetings SATs Y2&6 Rising Stars Yrs 3,4 and 5	Y1 phonics screening FS profile Writing assessment for moderation – whole school	Annual report to parents Itrack core and foundation subjects EYFS - PIRA test. PIRA/PUMA tests yrs 1-6	Half Termly cold and hot task. Staffordshire Grids for writing following each hot task. Mental Arithmetic every other week - KS1 and 2. Years 1-6 weekly times tables. Spelling – common exception words. SPAG test – KS2. Tapestry – EYFS Science Assessments will follow each unit.