

CHEADLE PRIMARY SCHOOL

Assessment Policy



School Aim

Our aim is to provide high quality education for all of our pupils. In partnership with parents we develop a caring, inclusive and safe learning environment, which is sensitive to pupils', needs and promotes self-esteem and motivation.

Principles of Assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - a. Pupils in developing their learning;
 - b. Parents in supporting children with their learning;
 - c. Teachers in planning teaching and learning.
 - d. School leaders and governors in planning and allocating resources.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Objectives

The school's assessment process should facilitate the achievement of this aim by ensuring that

- The children have the opportunity to show what they understand and can do.
- Misconceptions are identified and addressed.
- The needs of the children inform the next stages of planning.
- Learning objectives and opportunities are clearly differentiated in the light of assessment results.
- Schemes of work and short, medium and long term plans are well informed as to the effectiveness of current practices and are adapted as necessary.
- Whole school planning strategic planning is informed by the effectiveness of current practises.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.

- The achievement of each pupil is assessed against all the relevant criteria throughout the school year.
- Each pupil will be assessed using the 'OTrack' Assessment Programme, an online package in line with National Expectations for each year group. Teachers will be able to assess if children are working below their year group objectives, working towards these expectations, working at a mastery or exceptional level. A report will be produced six times a year for Class teachers and Phase Leaders to analyse to target pupil progress.
- Parents will be able to have on going attainment trackers three times a year to observe which objectives their children have understood and which their children need to achieve in the future.
- Parents will be given a level at the end of the school year to state whether their child has achieved national expectation for their year group.
- Teaching and work is pitched at an appropriate level with sufficient challenge to ensure children are accessing their next steps in learning
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to ensure assessments are fair, reliable and valid.

Use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan future learning.
- Assessments for every pupil will ensure that children will meet or exceed expectations. Teachers, Phase Leader and Senior Team Leader will analyse the data cross the school to ensure that pupils identified as vulnerable or at particular risk in this school, are making appropriate progress and that all pupils are suitably stretched. Data is collected on a half termly basis and analysed, this data informs pupil progress meetings (led by a member of the SLT).
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation (parents evening) and a detailed OTrack report stating objectives that have been achieved or objectives that children need to become more secure with.
- Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Role of the Class Teacher

The role of the class teacher in the assessment process is to :

- Identify differentiated learning objectives and success criteria in short term planning.

- Provide and plan for assessment opportunities in order to assess whether learning objectives have been met.
- To use assessments to inform future planning. To use OTrack objectives to inform future planning and aid to identify children for intervention support.
- Teachers of Y2 and Y6 carry out Statutory Assessment procedures for end of each Key Stage.
- Teachers of Y1 to carry out Phonic Screening and Y2 for Phonics Re-Screening, according to statutory requirements
- Reception teachers carry out ongoing assessment against Early Learning Goals (see EY Policy) – To be continued into Year 1 where the child has not achieved Early Years Learning Goals to aid with transition.
- Teachers of Reception will carry out a Baseline Assessment for each child upon entry to the school, The Early Excellence Baseline. This will help to inform staff of areas of strengths and weaknesses to aid with future planning. Tapestry is also used as an online tool to gather evidence of learning both at school and at home, as accessed by teachers and parents.
- All teachers to carry out the ongoing teacher assessment requirements and summative assessments.
- Formative assessments will be carried out in line with the assessment timetable to inform staff of standardised scores for Maths, Reading and Spelling.

Assessment for Learning

- Provide pictures and signs of success so that pupils know what they have to achieve and how to get there (identifying and sharing learning goals and success criteria)
- Ask questions that help the learners to understand what they have learnt, how to use this learning and how it contributes to reaching their targets
- Use assessment information effectively, in order to make good decisions about what should be done next (closing the gap – providing steps towards progress).
- Give feedback that involves and informs the learner – building their self-esteem and confidence enabling them to get further involved in their own learning (developing peer and self-assessment strategies) Involve the pupils through self and peer assessment.
- Review achievements, present alternatives, challenge thinking and revisit expectations.

Reporting

At the autumn open evening each pupil is set targets for Writing, Reading and Maths. These will be in line with the year groups' end of year expectations. The targets are shared with parents and reviewed at the spring open evening. OTrack reports will be produced three times a year showing parents which objectives have been met Reading, Writing and Maths.

There will be three consultation evenings throughout the year for parents to have the opportunities to discuss their child's progress and attainment.

Evaluation

The head teacher and Senior Leadership Team monitor evaluate the keeping of class records and assessment files and OTrack assessments. This may be done in a variety of ways including:

- Discussing with staff the usefulness of records to receiving teachers, to aid planning and getting to know pupils.
- Randomly extracting all the information for a pupil and assessing whether the information is clear, relevant, complete and useful.
- Examining planning to look at whether assessment opportunities are effective to steer future planning
- Discussion at Pupil Progress Meetings, tracking children's attainment
- Ongoing analysis of assessment data
- SATS analysis carried out to assist future planning and to highlights areas, which require further attention.

Special Needs

Pupils with special needs will be part of the same processes as outlined above. Each class has a green file in which the progress of the child is recorded with their Classroom Support Plan. These are reviewed every half term by the class teacher, SENDco and parents.

Equal Opportunities

Through careful planning, evaluation and assessment all pupils at Cheadle Primary have equal opportunity to achieve their highest possible potential.

Early Years

Please refer to Early Years Policy Document.

Role of the Headteacher

- To ensure that the school follows its' stated aims of assessment by having an overview of the whole school. This includes looking at planning, monitoring record keeping and methods of careful effective evaluation.
- To encourage and support staff.
- To ensure the legal assessment requirements are carried out.
- To analyse data, results, pupil progress and report back to staff.
- To assist with the common transfer form with the Assessment TA.
- To monitor effective implementation of the marking policy and to set the highest standards in this and other areas of assessment.

Role of the Data Manager

- To order National Curriculum tests, Reading Tests and other assessments.
- To produce reports as required from OTrack to aid with analysis of data for all pupils, vulnerable groups and individuals.
- To liaise with staff regarding the collection of data.
- To work with SENDco and Phase Leaders to track the progress of targeted groups.