

GREAT CHART PRIMARY SCHOOL

ASSESSMENT POLICY

September 2022



Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core value is Respect and forms part of our school rules. We also have termly values: Community, Ambition, Responsibility, Resilience, Kindness & Independence

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

“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: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Great Chart Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Coordination of Assessment

The Phase Leaders work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. The Subject Leaders for English, Maths and Science, also track the progress of pupils throughout the school. Foundation Subject Coordinators monitor progress through looking at books, pupil voice and analysing internal data at the end of each year. Reports are presented to the Governors to highlight pupil progress.

Key Features of Assessment at Great Chart Primary School

Day to day (Assessment for Learning/ AFL/ Formative Assessment)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 2, 4 and 6 in Reading, Writing, Maths, S&L, Science and PE.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Y1 Phonics

- Interim and end of year reports
- Y5 CATs tests
- Y4 Multiplication Tables Check

Management Information Systems

At Great Chart Primary School we use Arbor to record and track pupil progress of all pupils. Teacher Assessments are recorded at the end of Terms 2, 4 and 6 for Reading, Writing, Maths, S&L, Science and PE. Pupil progress is monitored each term and Pupil Progress Meetings are held during Term 1 for end of Key Stages and at the end of Terms 2, 4 and 6 for all year groups. At the end of term 2, 4 and 6 the SLT/subject leaders analyse individual, group and cohort pupil progress throughout the school.

Target Setting (EYFS, Y2 & 6)

Targets are set for the end of EYFS, Y2 and Y6.

Reported Targets

Targets are agreed with the Full Governing Body.

Target Setting (Y1, 3, 4 & 5)

Arbor generates targets for end of year expectations. These targets are used to track progress. The school sets targets above National Expectations.

Pupil Progress & Inclusion Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place during Term 1 for end of Key Stages and at the end of Terms 2, 4 and 6 for all year groups. Teachers complete grids prior to the meeting highlighting interventions, impact and areas of concern. The SLT monitors pupils causing concern. Pupils on the Inclusion Profile are discussed during this meeting and the profile is updated. Provision maps are also discussed during this meeting.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2022-23 include:

- Pupil Premium pupils
- SEN pupils
- Higher Ability Pupils
- Gender
- EAL pupils

A particular focus will be EYFS, Y2, Y4 and Y6 (this is reviewed termly/ annually)

Key Stage SATs analysis

The SLT, Subject leaders and EYFS Leader analyse Key Stage results using:

- LA data
- ASP- Analyse School Performance
- Ofsted Data Dashboard
- Arbor

Findings are incorporated into the Strategic Plan.

Analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor

Reports to parents

For Y1-6 Interim reports are sent to parents at the end of Term 2, 4 and 6 with levels in Reading, Writing and Maths. Attitudes to learning and behaviour are also graded. A full, annual report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level. For EYFS, a report at the end of the year is sent to parents outlining their child's progress and informing them of their child's profile results.

Consultations

Parent Consultations (including face to face or virtual) take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year for parents to view their child's work and classroom. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

Foundation Stage

Term 1- Information has been acquired prior to the child starting school via:

- Consultations
- Visits and discussions with Play group
- Early Years Transfer Records- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first 3 weeks.

Teachers will begin to complete the Foundation Stage Profile.

- Term 2, 4 & 6- Assessments will be made and scores recorded using Arbor. Analysis completed by class teachers and reported to the Early Years Leader
- Term 5/ 6- Evidence to be collected for moderation. Final scores to be recorded using Arbor. Analysis completed by class teachers and reported to Assessment Leader and Early Years Leader

Year 1

- Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations.
- Term 2, 4 & 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Phonics check carried out.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 3-5

- Term 2, 4 & 6- Pupils will be assessed against year group expectations and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher
- (Year 5 will carry out CATs tests during Term 5)
- Year 4 will carry out the MTC during term 6

Year 2 & 6

- Term 2, 4, and 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents. Analysis completed and sent to Assessment Leaders.
- Term 5 SATs tasks and tests administered.
- Term 6- Results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.

Handover

At the end of each academic year time is allocated for staff to pass all information onto the next teacher and TA.

Foundation Subjects

Assessment recording of the Foundation subjects will be annually via Arbor. PE recording will be completed 3 times a year to provide evidence of impact for Sport Premium funding.

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Presentation' policy. Classwork is marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement.

For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error etc. will normally be made. Informal assessment is on going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Home Learning

Please refer to the Home Learning Policy. Work is marked by the teacher by indicating that it has been looked at.

Primary School Transfer to Secondary School

For pupils leaving the School, up to date records are forwarded to the new school.

Compiled by : Wendy Pang (Headteacher)