

# GREAT CHART PRIMARY SCHOOL

## ASSESSMENT POLICY

September 2024



*A Great Place to Discover and Learn*

### **Vision Statement**

**A respectful community where we thrive and achieve our full potential as confident life long learners**

### **Mission Statement**

**Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning**

*Our core value is Respect*

*Our termly values: Team work, 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 inform the Governing Body of the school's standards and achievement
- 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 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, science and PE, also track the progress of pupils throughout the year. 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 in English and maths.

## **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 SATs optional tests may be used for some pupils)
- Key Stage 2 SATs
- Y1 Phonics
- Interim and end of year reports

- Y4 Multiplication Tables Check
- Y5 CATs tests

### **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**

Targets are set for all year groups and reviewed throughout the year. Arbor generates targets for end of year expectations. Targets can be changed if a child has achieved their target mid way through the year.

### **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.

### **Tracking**

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2024-25 include:

- Pupil Premium pupils
- SEN pupils
- Girls maths

A particular focus will be Year 2, Y4 and Y6

### **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 School Development 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 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 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 2-5**

- 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**

- Optional KS SATs may be given to some Year 2 children)

### **Year 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 (including TAs) to pass all information onto the next teacher and TA.

## **Assessment- Science, History, Geography, RE, Art, DT, PE, Music, Computing & (MFL)**

End of unit assessments will take place and be recorded using google spreadsheets (WTS, EXS, GDS). An end of year judgement will be recorded using ARBOR. (PE recording will be completed 3 times a year to provide evidence of impact for Sport Premium funding.)

## **Assessment- PSHE/ RHE**

Assessment recording of the Foundation subjects will be annually via Arbor.

## **Marking**

See Marking & Feedback Policy

## **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)