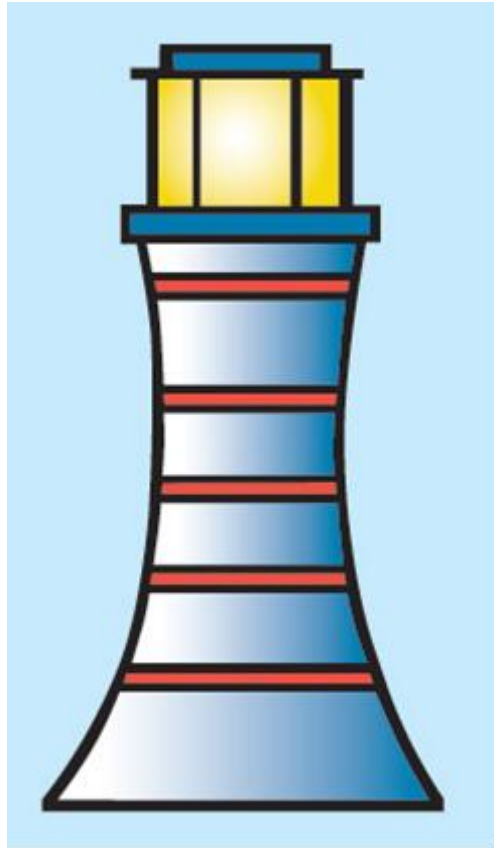


# Austhorpe Primary School



## ASSESSMENT POLICY

Reviewed date: September 2020

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# Assessment Policy

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in **September 2020**.

Next review date: **September 2021**

## Why assess?

Children's progress is closely monitored at Austhorpe Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

## Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

### Formative assessment:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

## Summative Assessment

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

## Assessment at Austhorpe

Staff at Austhorpe have worked together with staff throughout the Temple Newsam Learning Partnership Co-operative Trust (the Trust) to develop an assessment system that takes into account the criteria of the new National Curriculum. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Staff at Austhorpe Primary School work closely with their year group colleagues within the Trust. Moderation meetings occur once every half term within the Trust for teachers to compare, share and confirm their summative assessment judgement in specified curriculum areas.

Records of summative assessment are recorded using a facility called Classroom. Monitor. These are tracked by the Assessment Co-ordinator and the Senior Leadership Team (SLT).

## Foundation stage profile

Children are assessed in the reception class where staff will collate information in an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

## Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

## SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve Level 2 at the end of Year 2 and Level 4 at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

## **Marking and assessment**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to draw a smiley / sad face when they have finished their work to show their level of understanding and to add a comment if possible. They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information.

## **Parent consultations**

Parent consultation evenings take place in the autumn and spring terms for children throughout school. Additional consultation meetings can be made at other times within the school year, by arrangement between Parent / Carer and class teacher

## **Reports to parents**

Two interim reports will be produced at the end of the autumn and spring term to inform parents / carers of the progress their child, based on formative and summative assessment data.

At the end of each year, families will receive a full report detailing progress and effort across the curriculum. The report will be based on summative observations by the class teacher. The end of year report will also include a statement by the child reflecting on their learning through the whole school year. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

## **Inclusion**

Austhorpe is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs.

We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Leader, parents and external agencies (where appropriate) to plan tailored support.

We use Personal Learning Plans (PLP), where appropriate, which are reviewed with the child and parents termly. The SENCO is available to provide advice to staff and families. See separate SEND policy for more information.