



Assessment Policy

Portishead Primary School

2016

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with the children. We want our assessments of pupils' progress to celebrate success and inform next steps.

Assessment at PPS must be a part of all teaching strategies to help identify areas for development and map progress. It helps us to strengthen learning across the school 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.

Aims and Objectives

- To gather information about the performance of individual groups and classes that is used to set targets at different levels
- To provide planning, teaching and curriculum development as well as interventions and individual learning programmes (IEP's)
- To ensure that assessment and recording are key parts of PPS's performance management system
- To review and where necessary adjust curriculum provision, and to evaluate this on a regular basis
- To let teachers, parents /carers and governors know about the schools strategic planning
- To allow pupils to show what they know and understand and what they can do in their work; also to help them understand what they need to do next

Assessment

Assessment is a daily part of the life of the school. Informal assessments, through the monitoring of children's work and understandings of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. The purposes of assessment are:

- To be formative, providing information for the teacher to plan the next steps in the children's learning
- To be summative, providing a snapshot of each child's achievement at the end of a period of learning such as SAT tests in English and Maths, optional SATs or equivalent tests towards the end of the Autumn, Spring and Summer terms and teacher assessments at the end of a unit of work or topic.

Children are expected to make at least 3 tracker points progress during each year e.g. from a Secure Year 4 to Secure Year 5 and maintain or improve their depth of learning grading (#1,2,3, or 4).

Parents will be informed whether their child is on track or below track to meet or exceed the expected standard at the end of their key stage at Parents evenings and in the end of school report. Where children are below track and receiving intervention they should be told as soon as possible.

Assessment for learning

Assessment for Learning is a key part of our approach to teaching and learning at Portishead Primary School. Staff use Learning objectives or WALT(What are we learning today) success criteria or WILF (What am I looking for), marking using green and pink highlighters, peer marking and self-assessment to involve pupils in their learning and to inform them of their next steps.

Assessment for Learning opportunities are identified in planning. Marking is against the learning objective and identifies successes and areas for improvement. Effective questioning is also used to inform assessments. Marking may include a response to marking and the use of a 'polishing' pencil to edit and improve work. The opportunity for dialogue with children is created to extend, challenge and move learning on. Children must be given the opportunity to plan, edit and redraft learning wherever possible and response to marking should be built in to classroom routines.

Teachers are able to regularly assess against key national curriculum objectives throughout their learning using the school pupil tracker.

Assessments

Pupil progress is tracked from Reception to year 6 on our pupil tracker. Pupil progress meetings are held with teachers 3 x per year.

Foundation Stage Assessments

The EYFS Profile summarises and describes children's attainment at the end of the Reception year. It is based on ongoing observation and assessment in three prime and four specific areas of learning and three learning characteristics. (For further detail see EYFS policy)

Children's profile books are to celebrate and record significant developments in their stages of learning.

KS1

Children are required to complete the National Curriculum Standardised Assessment tests (SATs) at the end of Year 2 in Reading, Grammar, punctuation and Spelling and Maths. Writing is assessed by teachers against a statutory assessment framework and reported to the DFE. This test alongside ongoing teacher assessment will form a judgment to assess a child's progress and is not based on the test alone. Teachers will use our e-tracking system to record their ongoing teacher assessment.

Children are required to take a Statutory Phonics Screening check at the end of year 1. Any children who do not pass the check are required to retake it at the end of year 2. This is reported to parents at the end of year 1 and 2.

KS2 (yr3,4,5)

Teachers carry out formal tests in Reading, EGPS and Maths on a termly basis as well as on-going assessment using our e-tracker for all the children in the class.

Year 6

End of key stage assessments – SATs are used to assess children's progress in reading, grammar, punctuation and spelling and maths. Writing is assessed by teachers against a statutory assessment framework and reported to the DFE. Children are reported to be working towards, having met or having exceeded the expected standard for the end of Key Stage 2.

BIG WRITE

Big write is an additional method for collecting writing evidence from Reception to Yr6. This will take place in all classes once every 4 weeks. Children will write totally independently for 30 mins (KS1) to 40 mins (KS2) on a genre that is at distance from the direct learning. It will be in an atmosphere of calm (e.g. low lighting, fairy lights, candles, music playing). These will be deep marked and used as extra assessment. Foundation Stage will adapt as appropriate.

Targets

Children will have individual writing targets from yr1 to yr6. These are shared with pupils, parents and carers.

Audiences

Pupils receive formal recognition of their achievements in the form of a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects. Teacher assessment levels are included in the reports of children from R to year 6. SAT results are also included in year 6 reports.

Parents of children in Reception classes receive a learning diary at the end of the summer term and a report based on the Foundation Stage Profile.

Parent consultations take place twice a year in Autumn and Spring. In the Summer Term after the reports have gone out, there will be an opportunity for an informal meeting about your child's progress with the class teacher if necessary.

Assessment information evenings will take place every year in Reception, year 1, 2 and year 6.

As assessment procedures remain the same in years 3, 4 and 5 parents need only attend it once during the time their child is in these year groups.

Assessment data is also shared with Governors, staff, pupils, parents/carers and external agencies.

Annual Assessment Cycle

Autumn Review	Spring Review	Summer Review
On entry for FS FSP, KS1 and KS2 outcomes	FSP, KS1 and KS2 outcomes	Finalise FSP, KS1, KS2 teacher assessments
Target setting		Data submitted to LA and STA
Raise Online unvalidated	Raise Online validated	Analysis of optional sats
Cluster and school Writing Moderation	Cluster and school Writing Moderation	Cluster and school Writing Moderation
Monitor, review of SEF and SDP		Monitor, review of SEF and SDP
Pupil progress meetings	Pupil progress meetings	Pupil progress and Transition meetings
Individual targets set for parents evening	Review of Targets	Reports to go out
Summative assessment in Reading, EGPS and Maths	Summative assessment in Reading, EGPS and Maths	Summative assessment in Reading, EGPS and Maths SATS Years 2 and 6 Phonics Screening Check Year 1
On going AFL	On going AFL	On going AFL
End of Autumn term data onto	End of Spring term data onto	End of Summer term data onto

system	system	system
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Roles and responsibilities

- The assessment leader (Deputy Head) and the Head have overall responsibility for assessment.
- Class teachers are responsible for assessment of the children in their class
- Curriculum co-ordinators are responsible for monitoring assessment within their subject area.
- Governors and the LSP are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

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September 2016