

IGHTENHILL PRIMARY SCHOOL



ASSESSMENT POLICY 2023



This policy was developed as part of a consultation process involving pupils, staff, parents and governors of the school, based on best practice advice (where available) from Lancashire County Council.

1. School Vision

Assessment at Ightenhill Primary School is integral to pupils' progress in learning because it informs teachers' planning and their implementation of the curriculum. Assessment and curriculum are therefore inextricably linked. Assessment helps us to evaluate whether our curriculum is fit for purpose and whether our implementation and teaching of the curriculum has been effective.

Useful assessment helps us to identify children who may need additional support or those who require a more appropriate level of challenge. Assessment helps us to identify gaps in learning for individuals or groups of children it also identifies dips or acceleration in children's anticipated levels of progress. It enables teachers to inform parents and carers about their children's attainment and progress.

There is an expectation at our school that the teachers and senior leaders have a thorough knowledge about the children in their care. This includes information about pupils' learning behaviour and any barriers to learning, as well as their attainment, progress and outcomes. We believe that this knowledge about our pupils enables us to enhance their attainment and progress.

Tracking of pupil attainment and progress, informed by rigorous but meaningful assessment, enables us to ensure that all children can be targeted to achieve their best; it helps us to ensure that pupils with SEND and those who are disadvantaged are given the best opportunities to succeed; it helps us to monitor whole-school performance.

2. Aims

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children recognise the standards to aim for and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents which enables them to support their child's learning
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- gather information about the performance of individual children, groups and cohorts in order to inform target setting and pupil progress meetings
- ensure the legal requirements for record keeping, assessing and reporting are met

3. Subject Statement

At Ightenhill Primary School, we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: **assessment for learning** and **assessment of learning**.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim.

At Ightenhill Primary School, assessment for learning is based on these principles:

- Making the learning intention (LI) clear and using success criteria
- Pupil feedback
- Effective questioning

We give our children regular feedback on their learning so that they understand what it is that they need to do to get better.

Research has shown that their involvement in the feedback process raises standards, and that it empowers pupils to act towards improving their performance.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards.

Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results back up teacher assessment judgements and show how well children perform in test conditions.

At Ightenhill Primary School, we have a termly summative assessment period, so that we can track individual's progress and facilitate interventions when necessary.

This summative assessment should confirm the on-going formative teacher assessments.

4. Planning for Assessment

We plan our lessons with clear Learning Intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers more often than not share the learning intention (LI) with the children as the lesson begins however there may be occasions when the children form the learning intention with the teacher. They also indicate the way in which the activity is linked to the learning intention (how?), and the success criteria (remember to) against which the work will be judged.

We make a note of individual children (or any information that may need to be considered) for the next lesson to allow children to make good progress. We also keep this information as a record of the progress made by the class.

5. Assessment in Early Years Foundation Stage

On entry to Reception, our pupils are assessed using Development Matters and the Early Learning Goals and that information is inputted into school trackers. The teacher and teaching assistant carry out simple assessments and observations to gain a base line assessment within the first two weeks of the term. Results are used to action plan for EYFS, inform planning, set targets and aid early identification of special needs.

During Reception, children will be assessed using the EYFSP which is based on the teacher's ongoing observations and assessments in the Prime and Specific areas. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system.

Termly pupil progress meetings, give an opportunity for teachers to identify any children who are exceeding, or below expectations and then arrange interventions where necessary. Learning journeys also record assessments and development across the stages.

6. Assessment in KS1 and KS2

Children will be assessed each term using the KLIPs, which are based on the Lancashire assessment tool. (Appendix 1.)

Children are expected to enter the Year at the age appropriate expectation (Entering) Within the three terms, they are expected to reach Secure for their age group.

IDEAL SCENARIO

Autumn: Entering

Spring: Developing

Summer: Secure

Not all children may reach secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings.

If a child reaches secure the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

Tests

Children complete summative assessments at the end of each term. We believe that using this cycle allows teachers to ensure that enough learning has taken place before a formal test is completed.

Rising Stars NTS test materials are used across school from Y1 to Y6. These produce a standardised score which can be used to support Teacher assessment judgements. NTS test results also link into our SHINE assessment scheme to provide tailored intervention programmes.

Y1*-Y6 will complete a test in Reading and Maths termly (*Year 1, spring and summer tests only). This is used to back up the teacher assessment but also prepares the children to cope within a test and develop test techniques for the end of Key Stage tests. All Year 2 and 6 pupils will complete a statutory assessment in May.

Phonics Assessments

All year 1 children will undertake the Phonics Screening Check in June. This is a test consisting of 40 real and nonsense words. Any child who does not reach the expected standard, set by the government each year, will re-sit the test the following year. Intervention for these children will be put in place.

On a daily basis Reception, Year 1 and Year 2 children are taught according to the phonics curriculum which is delivered through the 'Read Write Inc' phonics programme. Regular assessment by the Read Write Inc.

Manager, monitors children's progress in reading. When children can fluently read and comprehend (grey level), they complete the RWI programme

Children are assessed at regular intervals to ensure that they progress through the scheme as quickly as possible. Following assessment, children are separated into small RWI phonic groups where they complete their RWI lessons daily.

Reading Assessments

Children in EYFS and KS1 follow a book band system for reading. We make sure that pupils read books that are matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers.

Children are assessed in reading through 1:1 reading time and guided reading. Children then complete reading tests, using NTS test materials.

Reading Word Lists

By the end of each year the children are expected to be able to Read the Word List for the year group. Teachers will carry out their own assessments throughout the year to track pupil achievement.

Writing Assessments

Regular writing assessments are conducted in assessment weeks.

This is assessed in the children's independent writing books using KLIPS to make a teacher judgement and identify areas of strength and development.

Spelling Assessments

By the end of each year, the children are expected to be able to spell the Word List for the year group.

Teachers will carry out their own assessments throughout the year to track pupil achievement.

Curriculum Assessment

Teachers assess the children according to the National Curriculum and use KLIPS materials to support assessments for all subjects.

For the core subjects, this is then entered into the Lancashire tracker to give attainment and progress in Reading, Writing and Mathematics.

For the foundation subjects, end of unit summary assessments are collated and reviewed by subject leaders and the school assessment leader.

The curriculum leader and SLT analyse the data and use it to set focus subjects, support or challenge for pupils.

7. Records and Record keeping

We record a child's progress in reading, writing, Maths and phonics using the Lancashire KLIPS (Key Learning Indicators of Performance) documents.

These are updated regularly, as a result of well-planned reading sessions, streamed phonics sessions and opportunities for independent writes.

Progress in foundation subjects is recorded on a shared pro-forma which is reviewed by subject leaders, curriculum leader and the assessment leader. This pro-forma is subject specific based on the National Curriculum subject content.

Each term, summative assessments in reading, writing and maths occur and the results are inputted onto the school's tracking system. These assessments are used to confirm our teacher assessments in these subject areas. These results are analysed by the SLT.

Pupil progress meetings are held every term, so that the children who are failing to meet the learning objectives have access to small group intervention and those children who are exceeding expectations are celebrated and challenged further.

8. Standardisation and Moderation

We conduct moderation staff meetings to check our levelling is accurate and in line with other classes. SLT moderate a cross section of summative assessments every term.

As well as this, we attend moderation meetings between local schools to ensure accuracy.

All subject leaders study examples of children's work and planning within their subject area.

Year 6 and Year 2 teachers also attend moderation cluster meetings with regard to levelling writing.

9. Reporting

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In the Autumn and Spring term, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review their child's learning and discuss targets with parents. At the second meeting of the year, we evaluate their progress against these and other targets which have been set.

Teachers suggest ways parents can support their children with further learning at home.

During the final term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in English (reading and writing), maths and science.

In the reports for pupils in Year 2 and 6, we also provide details of the standards achieved in the statutory tests. We also report the results of the Year 1 or 2 Phonics Screening Check at this time.

10. Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (Marking and Feedback Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible, as this is the most effective form of feedback. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.

When we give written feedback to a child, we relate this to the Learning Intention for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we make it clear what the child needs to do to produce even better work in the future.

11. Roles and Responsibilities

Governing Body/ (SEC)

- Evaluation of Impact

Headteacher and Assessment Lead

- Whole school analysis (inc trends over time)
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc)
- Managing the Monitoring/Assessment Calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors.
- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teacher
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment
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Assistant Heads and SENDCO

- Monitor the performance in their team
- Monitor the performance of vulnerable groups(SENCO)
- Analyse and report on attainment and progress in their team for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books/observations etc
- Hold teachers to account for performance in their team.

Teachers

- Operate within the assessment time frame
- To work with the assessment leader to agree the targets set for each child and the cohort
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school

This policy should be read in conjunction with the following documents:

Teaching and Learning Policy

Marking and Feedback Policy

This policy will be reviewed as appropriate by the assessment leader and members of the Senior Leadership Team.