



Ashton Keynes CE Primary School

Assessment Policy

This policy will be reviewed in full by the Governing Body on a yearly basis.
This policy was reviewed and updated in *January 2016*.
Next review date: *January 2017*

Why assess?

Children's progress is closely monitored at Ashton Keynes 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:

- 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.
- 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 Ashton Keynes

Staff at Ashton Keynes Primary have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum. Assessment identifies 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. The Target Tracker system is used to record coverage of objectives within the National Curriculum and to monitor pupil's progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'exit tickets' (questions before leaving the room), class quizzes, hot/cold tasks, mind maps etcetera.

Assessment information will be used to inform planning and to identify children who may need extra support or challenge. A summative pupil progress document will be produced each term for English reading, English writing and maths and shared by the teaching staff, SLT and Headteacher at termly Pupil Progress meetings. This will help track progress and ensure the school is always challenging gaps in progress and ensuring individuals and groups are making expected or better progress.

Through use of Target Tracker (gap analysis tool) teachers and subject leaders are able to identify gaps in individual pupils and groups of pupils' learning. During Pupil Progress meetings appropriate interventions and support can be agreed and put into place as required. This intervention / support is then monitored closely for impact.

EYFS Baseline

During their first six weeks in school each child will be assessed using the Early Excellence Baseline where teachers make a series of judgements about each child based on a clear set of assessment criteria. This information in turn is used to create reports and data about the cohort as a whole. A more detailed baseline will also be completed and recorded within Target Tracker. This will be used to measure progress throughout the year.

EYFS Learning Journeys

EYFS staff will informally monitor development and keep detailed records in the form of a paper learning journal. Gradually they will start using the electronic version via Target Tracker alongside the paper version. This information is shared with families and transferred to the KS1 team. The EYFS team make a summative judgement 3 times a year, based on information they gather from observations, learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child.

Foundation stage profile

The EYFS Profile assessment is carried out during the final term where the team make a series of judgements based on their knowledge of the child. Information is gathered from learning journeys, observations and interactions. Children will be assessed as emerging, expected or exceeding for all 17 Early Learning Goals and this information is reported to parents. Results for the Prime areas and literacy and Maths is submitted to the local authority.

Statutory Assessments

Year One phonics check

All children in Year 1 will participate in a statutory phonics screening check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Any children who do not pass the screening test in Year 1 will retake the test in Year 2, administered by the Year 2 teacher. The Headteacher will monitor both tests.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents in the end of term report and a summary placed on the school website. The national expectation was previously that children should aim to achieve Level 2 at the end of Year 2 and Level 4 at the end of Year 6. From May 2016 this will be known as 'expected' as levels will no longer be used and the overall expectation is higher than through the previous national curriculum.

Optional assessments

In addition to ongoing daily assessment of children's work, teachers also use a number of other assessments. Assessment weeks have been scheduled each term on the School's assessment calendar. During these weeks teachers assess in all the core subjects. In English, each month children complete a First of the Month written assessment covering an area of English recently taught. This is then used to identify next steps for pupils, update Target Tracker and is added to each pupil's individual writing portfolio which demonstrates progress from EYFS to Year 6. In reading, the National Curriculum objectives on Target Tracker are assessed.

In Maths, teachers in KS1 and KS2 use Headstart tests. These tests, covering seven key areas of Maths, are completed three times a year and allow teachers to assess attainment and identify next steps for pupils. Each question type is closely monitored using a question assessment matrix allowing areas of development to be easily identified and addressed.

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- SIT-success and improvement time. Children are encouraged to draw a smiley / straight/ sad face when they have finished their work to show their level of understanding and to add a comment if possible. See our Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Each National Curriculum objective should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Assessment against the National Curriculum objectives in Years 1 to 6 is recorded on Target Tracker. Children are assessed against the following descriptors:

NC	Emerging	Developing	Expected	Expected	Exceeding	Mastery
Target Tracker	Beginning	Beginning+	within	within+	Secure	Secure+
	Pupils are emerging if they are not meeting the expectation for their year group and are only meeting a few of the assessment criteria.	Pupils are developing if they are secure in many of the assessment criteria but are not fully meeting the expectation for their year group.	Pupils are expected if they are working at age related expectations and are secure with most of the assessment criteria.		Pupils are exceeding / mastering if they are secure in almost all the assessment criteria and are able to demonstrate a wider and deeper understanding of concepts.	

Use of Assessment Data with Parents

Family consultations

Assessment data is regularly shared with parents and pupils. Family consultation evenings take place in the autumn and spring terms for children in EYFS through to Year 6. Children should contribute to these conversations in either a verbal or written format. If the parents are happy, children can attend the meetings. Parents/ carers and the pupil are provided with a target rocket with personalised star challenges as targets to

support the child to 'reach for the stars' and make further improvements. These targets are identified from ongoing assessments.

Reports to parents

At the mid-year point families will receive a visual report which shows learning behaviours, progress and attainment in Reading, Writing and Maths. At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion

Ashton Keynes 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 including additional adults, is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SLT, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress linked closely with out termly pupil progress meetings. Where progress is not being made, we may use Individual Learning contracts, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. The star challenge allows us to un-cap learning and for all learners to always be able to challenge themselves each lesson. See separate SEND policy for more information and Teaching and Learning Policy to show how the star challenge is used to include all.

This policy should be read in conjunction with:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND policy