

# **Lethbridge Primary School Assessment Policy**

**September 2015**

## **Introduction:**

At Lethbridge Primary School we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports, verbal or written, on their child's progress so that teachers, children and parents are all working together to raise standards.

## **Assessment reform**

As part of reforms to the national curriculum, the system of 'levels' used to report children's attainment and progress has been removed and will not be replaced. Removing levels allows teachers greater flexibility in the way that they plan and assess pupils' learning.

The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

## **Key changes to national curriculum tests and assessments**

The national curriculum tests and teacher assessment at the end of key stages 1 and 2 were reported in levels for the last time in summer 2015, as pupils in Year 2 and Year 6 that year had not been taught the new national curriculum.

The first new key stage 1 and key stage 2 tests in English, mathematics and science, based on the new national curriculum, will be sat by pupils for the first time in the summer of 2016.

From the academic year 2015-16, an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) will be replaced by a relative measure. At the same time, KS2 test outcomes will be reported as a scaled score, where the expected score is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score). For example, if a pupil had an APS of 19 at KS1, the average scaled score in the KS2 tests will be calculated for all pupils with an APS of 19 to see whether the pupil in question achieved a higher or lower scaled score than that average.

A new baseline assessment used on entry to Reception class also comes in to force in September 2015 and this will be used to track a child's progress throughout their academic career.

## **Key Principles of Assessment:**

Assessment is ongoing and occurs as part of the daily interaction with the children. Information can be gathered through techniques such as observation, questioning, discussion, marking and testing. Children should be involved in assessment; both in self-assessment and in sharing discussion over their work.

Assessment needs to:

- be positive
- focus on what the child knows, understands and can do
- guide the teacher about future learning needs and inform planning to meet those needs (formative assessment – assessment for learning)
- show progress made so far, skills developed, concepts learned and attitudes formed, by providing information on a child's past experiences (summative assessment)
- indicate any learning difficulties (diagnostic assessment)

Assessment can be measured:

- against a child's previous performance (e.g. have they met previous targets?)
- against statements of attainments (year group expectations)
- against the performance of others (class groupings)

### **Aims and objectives:**

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 involve children in their own learning by helping them to understand what they need to do next to improve their work
- to create a sense of achievement for our children thus helping to improve their self-esteem and self-confidence
- to place value on the children's work
- to be used as a guide to what has been achieved
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide the Head Teacher and Governors with information that allows them to make judgements about the effectiveness of the school
- to enable staff to compare certain groups of children on their attainment and progress and plan any action necessary

### **Assessment at Lethbridge Primary School**

On entry to Reception class children will undertake the baseline assessment. We have chosen to use the NFER Reception Baseline. This is a face-to-face, practical and child-friendly assessment which enables staff and parents to access age adjusted and scaled scores. Teachers will also receive on-entry assessment information from pre-school workers and from parents. As children move through Reception their progress and attainment is assessed using the Development Matters document and recorded using the online Interactive Learning Diary and School pupil tracker system.

Across key stages 1 and 2 pupils' progress and attainment is measured against the national curriculum year group or key stage objectives. Teachers use an online system called School Pupil Tracker to track children's progress against the objectives for each child's year group. There will be instances when children are working on objectives below that of their chronological year group but

our curriculum model gives opportunities for children to close the gap against their year group expectation.

Judgements are made about the children’s progress towards the year group objectives using the terms: emerging, developing and secure. Children are judged to be emerging in their attainment if they have learned up to 33% of the year group objectives. They are judged to be developing if they have learned between 33% and 66% of the objectives and they are secure once they have learned more than 66% of the objectives for their year group. The terms emerging, developing and secure can also be translated in to a points system to allow us to track data efficiently.

	Key Stage 1						Lower Key Stage 2						Upper Key Stage 2					
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Expectations	Y1 E	Y1 D	Y1 S	Y2 E	Y2 D	Y2S	Y3 E	Y3 D	Y3 S	Y4 E	Y4 D	Y4S	Y5 E	Y5 D	Y5 S	Y6 E	Y6 D	Y6S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

In addition to learning objectives children are also assessed against their ability to use these objectives in different contexts. This is called ‘mastery’. Our curriculum and teaching and learning policies give guidance to the mastery model of curriculum planning. Children can be assessed as to their ability to master the objectives using a scale from 1 to 4.

Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is <b>below the expected standard</b> depth of application and understanding. Does not apply their learning.	This is the <b>expected standard</b> depth of application and understanding. Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.

The expected end of year age related achievement would be secure#2.

As well as assessment against the curriculum map there are three statutory assessments during key stages 1 and 2. These are the Phonics Screening Check at year 1 and National Curriculum Assessment Tests at end of years 2 and 6.

The Phonics Screening Check is one that is either achieved or not achieved depending on whether the child scores the pass mark. Children who do not achieve in year 1 will retake the check in year 2.

The assessment tests in years 2 and 6 give a scaled score for mathematics, reading, writing and vocabulary, punctuation and grammar. The expected score is 100 and this relates to our judgements as 'secure'.

The school also uses NFER produced tests at the end of other year groups which help us to track children's progress and attainment using scaled scores.

### **Planning for Assessment:**

Each teacher, in conjunction with the other teachers in the year group, produces a medium term plan setting out details of what is to be taught. The short term weekly and daily plans are produced by individual teachers and show clear learning objectives based upon the teacher's detailed knowledge of each child; these plans make clear the expected outcomes for each lesson. The children are involved with assessing their own learning as they are asked if they think they've achieved their objective at the end of every lesson and are told what their next steps are. Marking is used to provide valuable feedback to the child on their learning and children are often asked to consolidate or develop their understanding of objectives in a highly individualised way based on their work during the lesson.

### **Target Setting:**

We set and review regular targets in English and Mathematics for all of our children. We discuss individual targets with the children and communicate these to parents through reading record books, written reports and on parent discussion evenings. All relevant policies are available to view on our website, or parents can request a paper copy.

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. The school has an agreed system for marking (see Marking policy) as this ensures consistency. We give children verbal feedback on their work whenever possible and try to do this when the children are working during the lesson. When time does not allow for verbal feedback, we write comments on the children's work as outlined above.

### **Consistency:**

The SLT and the English and mathematics subject leaders examine planning, records, assessment data and samples of children's work. All of our teachers discuss objectives and share examples of evidence of children meeting these objectives so that they have a common understanding of the expectations in each subject and year group. By doing this we ensure that we make consistent

judgements about standards in the school. It is each subject leader's responsibility to ensure that they keep files of evidence including samples of children's work to reflect the full range of ability within each subject.

**Monitoring and Review:**

The subject leader and the SLT inspect samples of the children's work and observe that the policy is being implemented in the classroom. The assessment subject leader is responsible for monitoring the implementation of this policy.

*Policy Reviewed and Approved by Governors July 2015*

*Next Review July 2017*