



**Park Primary School**

**Assessment Policy**



# PARK PRIMARY SCHOOL Assessment Policy



## 1. The principles and aims of assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. It should provide information which is clear, reliable and free from bias. (Assessment Commission report 2015)

### Assessment falls under the following broad headlines

<p>Nationally standardised summative assessment</p> <p><i>National Curriculum tests at the end of Key Stage 1 and 2</i></p> <p><i>Phonics screening</i></p> <p><i>FS baseline</i></p>	<p>Day-to-day in-school formative assessment</p> <p><i>'Balance'</i></p> <p><i>Question and answers during class</i></p> <p><i>Marking and feedback of pupils' work</i></p> <p><i>Observational assessment</i></p> <p><i>AfL strategies</i></p>	<p>Local in-school summative assessment</p> <p><i>Half Termly Target Tracker input against targets (using test/TA)</i></p> <p><i>Personal Targets</i></p> <p><i>Pupil progress meetings</i></p> <p><i>'Balance'</i></p>
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Park Primary has considered the principles of formative & summative assessment as defined by the assessment commission in the construction of this policy. (See Appendix 1 - Assessment Principles)

We have chosen the following assessment principles to drive our core practice:

- Assessment is at the heart of teaching and learning
- Assessment is fair and honest
- Assessment is ambitious
- Assessment is appropriate
- Assessments provide meaningful and understandable information

## 2. Arrangements for the governance, management and evaluation of assessment

**Teachers** are responsible for:

- Using formative assessment strategies in each lesson to find out where children are in their learning
- Gathering assessment information from the classes they teach on a daily / regular basis. (mainly through marking and feedback-refer to Feedback Policy 2017)

**Assessment lead** is responsible for:

- Ensuring the assessment policy is in place, updated and followed
- Ensuring training is in place for all staff & practice is effective in all classes
- Inducting new staff into the assessment systems and strategies that school uses
- Ensuring school is aware of best practice nationally

**Subject Leaders** are responsible for:

- Ensuring the performance of different cohorts and groups is evaluated regularly
- Ensuring that swift intervention takes place, should achievement be dipping?
- Reporting to the SLT / governors on outcomes for their subject on a termly basis

**SLT** are responsible for:

- Overall effectiveness of each of the key areas of school
- Evaluation of the impact of assessment across the school

**The HT** is responsible for:

- Reporting to governors and stakeholders with regard to pupil performance and assessment outcomes
- Ensuring the strategic direction of assessment is in place

**Governors** are responsible for:

- Ensuring the effectiveness of assessment procedures across school

**Parents** are responsible for:

- Supporting their children in their learning
- Using teacher feedback to assist with this
- Sustaining a strong partnership with school

**Moderation** takes place regularly to ensure there is a standardisation of assessment processes.

This takes place:

- In Year Bands
- In Key stages
- In whole school
- Across clusters

**Benchmarking** practice will become important to ensure a realistic view of achievement can be gathered in relation to other children nationally.

### **3. Information about how assessment outcomes will be collected and used**

In using Balance to drive our assessment strategy, we use formative assessment strategies each day to understand where children are and what they need to do to move them forward in their learning.

From gathering this information on a daily basis, teachers are able provide a professional judgement in relation to the learning that has taken place. This is captured on our 'learning wheel', either during the lesson / whilst teachers are giving feedback, after the session or when marking books. This will provide valuable information towards planning next lessons and understanding how secure children are with knowledge, understanding or skills.

Once we are confident pupils are secure with particular aspects of the curriculum, we will click 'secure' and 'Lock in the Learning' to update the information base for a child. Data for that child will then be created and analysis can then be considered in terms of outcomes for pupils, groups and cohorts.

### **How?**

In gathering information about learning that takes place in lessons, Teachers harvest a level of information that informs our summative assessment and leads to planning next steps.

Teachers collate this data on a daily / regular basis as part of the feedback process. At times, they may consider a particular pupil and area of the curriculum and update assessment information. This could take place following a writing moderation where staff look at several pieces of work over a period of time. Data may also be updated if a child comes to school and the assessment system does not provide sufficient information about their understanding of the curriculum. If this was the case, teachers would baseline the pupil based on their knowledge and the information passed up. All teaching staff have been given extra PPA time to update balance

### **What happens next?**

**Teachers** - will gather a range of information about a child's understanding during a lesson. They will use this to guide their structuring of activities and supporting pupils. If there are misconceptions and / or lack of understanding within lessons, teachers will change activities to ensure this is corrected.

Next lessons will be planned using the information displayed in Balance's achievement dashboard. Using this, teachers can:

- identify where gaps in knowledge are and to inform planning for individual pupils
- identify which areas have been taught effectively and where pupils and groups excel

***Teachers will continue to update TT half termly, moving to termly in September 2017- paying attention to the KPI statements that have been met to inform the Steps progress (using information from Balance, tests, books and TA judgements)***

**Leaders** - will consider outcomes for pupils, groups and cohorts for each of the core subjects. They will look for trends of performance and ensure that appropriate actions and support are put in place for any individual or group who is falling behind.

## **4. Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

- A clear understanding of assessment is essential for all staff working in school.
- Induction processes will ensure that new staff are appropriately trained and have access to key CPD resources
- CPD is strategically planned to ensure that formative assessment strategies are embedded
- Teacher Learning Communities are used to share and examine practice
- The SLT & Assessment lead will ensure appropriate training for all staff
- We will keep ourselves abreast of new developments-accountability document to be updated April 2017

## 5. Detail about the approach to different forms of assessment

### 5.1 Day-to-day in-school formative assessment

- We firmly believe in the potential of all children and the understanding of Assessment for Learning techniques underpins all practice at Park Primary. Assessment therefore, should allow children to develop knowledge, skills & understanding to allow them to make progress and achieve their true potential.
- The classroom culture is essential to allow best practice in assessment. For this to take place we believe:
  - Children must be empowered to understand their own learning
  - Engagement in the classroom is key (AfL strategies). This is most effective when:-talk, challenge & questioning are used

Formative assessment is used to assess knowledge, skills & understanding and to identify any gaps and misconceptions that pupils may have. Once this is made clear, teachers will be able to adapt what they are doing to close the learning gap (Diminish the distance). The following strategies of formative assessment are used at Park Primary. The headlines are based from Dylan Williams definition of formative assessment

#### ***Activating students as teaching and learning resources for one another***

- peer assessment strategies
- self-assessment strategies
- Children act most effectively as peer assessors when they understand what their friends need to do to improve. When using the feedback functionality of Balance, they can best understand this and help their friends.
  - use visualizers/ iPad to model effective practice in terms of peer assessment
  - Empower pupils to comment on partners work and identify areas for improvement / celebration.

#### ***Clarifying and understanding learning intentions and criteria for success***

- Sharing learning challenges-make sure they are not too broad and are taken from relevant statements from the NC (make use of balance statements that are broken down further)
  - Explicit 'Steps to Success' shared or formed by pupils in lessons

#### ***Engineering effective classroom discussions, questions and tasks that elicit evidence of learning***

- Talk partners are a key strategy in developing engagement within the classroom
- Teachers use questioning to delve and deepen learning
- Other strategies include:
  - Lollipop sticks
  - ABCD cards
  - Red / green spots
  - Other AfL strategies to increase participation/engagement
  - Entrance/Exit cards

## ***Providing feedback that moves learners forward***

- *Effective feedback is the most powerful tool in moving learning forward*
- *In lessons when groups are being supported*
- *Following lessons when teachers mark books and provide feedback to pupils*
- *Reflection time/challenge*
- *Peer assessment is essential for formative assessment to be effective.*
- *See Feedback and marking policy 2017*

## **5.2 Local in-school summative assessment**

- Target tracker updates against step
- Informing parents of progress
  
- Fostering an effective home-school link, and promoting home learning?
- Improving future learning
- Assuring progress over time
- Using commercial tests.

## **Validating teacher assessments.**

We carry out quality assurance processes around our assessment procedures regularly. Leaders will regularly sample assessments and consider whether areas of the curriculum looked are truly secure. This will take place through:

- Pupil Progress Meetings
- Book scrutiny. Is there sufficient evidence to ensure the specific curriculum area is secure?
- Discussion with pupils. Can the pupil show their understanding?
- Lesson Observations
- Moderation

## **5.3 Nationally standardised summative assessment**

- Statutory assessment requirements are met at Park Primary.

## **6. Implementation**

This policy has been developed in consultation with pupils, parents and staff.

We will review the policy and our assessment practice on a regular basis to ensure that we provide the best for our children.

## Appendix 1 - Assessment Principles



### Assessment Principles@Park

#### 1. Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

#### 2. Assessment is fair and honest.

- Assessment is inclusive of all abilities.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

#### 3. Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment provides, through Key Performance Indicators, a pathway of progress and development for every child.
- Assessment statements set high expectations for learners.

#### 4. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Assessment should draw on a wide range of evidence to provide a complete picture of child's achievement/attainment.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- Benchmarks results with other schools, both locally and nationally.

#### 5. Assessments provide meaningful and understandable information for:

- pupils in developing their learning;
- parents in supporting children with their learning;
- Teachers in planning teaching and learning.
- assessment must provide information that justifies the time spent;
- school leaders and governors in planning and allocating resources;
- Headteachers for performance management targets; and
- Government and the Local Authority.