

Assessment Policy

At Snettisham Primary School we endeavour to support all pupils in making better than expected progress and to raise pupils' confidence and self-esteem. We see assessment as central to this and use a range of strategies to support our work:

- Teacher Marking work and feedback
- Observations and Group Work
- Formal Summative Assessments (Including National Tests)
- Weekly Tests (Spellings, Mental Maths etc)

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

Assessment for Learning: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Snettisham Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Assistant Headteachers and EYFS Leader work closely with the Executive Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress. The nominated Governors for Pupil Progress are Mr. Andy Gee and Mr. Darren Wing.

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Pupil Progress meetings

These meetings give regular opportunities for class teachers and the SLT to discuss the progress and attainment of both individual pupils and key groups. These discussions take place half termly and the context for the discussions is based upon national standards and expectations. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

Reporting to parents

In addition to the end of Key Stage assessments which the school is legally required to report, we also aim to fully involve and inform parents about the progress of their child through:

- Completion of Foundation Stage Profile
- Optional SATS results
- Pupil tracking data
- End of year reports

Management Information Systems

At Snettisham Primary School we use Pupil Asset to record and track pupil progress Teacher Assessments are recorded half termly. Pupil progress is monitored each half term via Pupil Progress and Inclusion Profile Meetings. At the end of Term 6 the SLT analyses individual, group and cohort pupil progress throughout the school.

Target Setting (Y2 & 6)

Pupil Asset generates targets for end of year results for all year groups These targets are used to track progress. These targets also reflect FFT type D+ or the 'very high' school targets.

Reported Targets

Targets are agreed with the Chair of Governors and reported to the West Norfolk Academy Trust.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing, Speaking & Listening and Maths in October each year. These are shared with pupils and parents.

Provision Mapping Meetings

Provision Mapping Meetings are held to discuss progress of pupils listed on the Inclusion Profile. These take place at the same time as the PPM. Pupil Premium pupils are also discussed.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2015-16 include:

- Pupil Premium pupils
- SEN pupils
- Higher Ability Pupils
- LAC pupils

Key Stage SATs analysis

The SLT and relevant Subject Leaders analyse Key Stage results using:

- Fischer Family Trust Data
- Raise Online
- Pupil Asset

As a result of the analysis, key actions are incorporated into the School Development Plan which in turn is discussed and further developed by the governors.

Reports to parents

A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at parents' evenings include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Assessment and monitoring annual timetable

Foundation Stage

- Term 1- Information has been acquired prior to the child starting school via:
- Consultations
- Visits and discussions with Play group
- Early Years Transfer Record- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first half term. This year Early Excellence was used. The Class Teacher will begin to complete the Foundation Stage Profile working closely with parents and recording achievements in the My Learning Journey book.

Ongoing half-termly assessments will be made and scores recorded using Pupil Asset.

In the summer term evidence will be collected for moderation. Final scores will be recorded using Pupil Asset.

Year 1

- September - FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations. .
- Half-termly pupils will be assessed and results will be inputted onto Pupil Asset. Pupil Progress Meetings held to discuss progress.
- June - Phonics check carried out.
- July- Pupils will be assessed and results will be inputted onto Pupil Asset. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 3-5

- Half-termly results and assessments will be put onto Pupil Asset. Pupil Progress Meetings held to discuss progress.
- July - Pupils will be assessed and results will be inputted onto Pupil Asset. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 2 & 6

- Half-termly - Pupils will be assessed and results will be inputted onto Pupil Asset. Pupil Progress Meetings held to discuss progress.
- Spring/summer - SATs tasks and tests administered.
- July - Results will be inputted onto SIMS and Pupil Asset. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Y2 Class teachers discuss pupil progress with next teacher

Foundation Subjects

Assessment of the Foundation subjects will be introduced over the course of the next two years. For 2015/16, assessment will begin for ICT, P.E., history, geography and MFL.

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate marking and presentation policies. Marking recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made. Informal assessment is on-going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Home Learning

Please refer to the Home Learning Policy. Work is marked by the teacher by indicating that it has been looked at.

Primary School Transfer to Secondary School

For pupils leaving the School up to date records are forwarded to the new school.