

## **AIMS:**

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

## **Principles of effective assessment at Greenhill:**

- Complies with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress/attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents or carers can support their child's learning
- Is administered fairly, accurately and is standardised and moderated internally and externally.
- Is accessible to teachers, pupils, governors and parents in an appropriate format for each group

## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

## **JUDGEMENTS AND ASSESSMENT MATERIALS**

### **Core Subjects**

- English: Lancashire Key Learning Indicators of Performance (KLIPs)
- Mathematics: Lancashire Key Learning Indicators of Performance (KLIPs)

The use of KLIPs allows teachers to assess children's progress throughout the academic year and ensure that they are on track to achieve their expected level of attainment. The KLIPs also allows staff to identify gaps in learning and target teaching and support. Each term a judgement is made on whether a child is **Entering**, **Developing** or **Secure** in terms of their curriculum. A further explanation of these judgements and the use of KLIPs is given later in the policy.

- Science : Year Group Expectations for working Scientifically

## ASSESSMENT POLICY

### Foundation Subjects

The foundation subjects are assessed against the National Curriculum 2014 end of year expectations and a judgement is made about whether children are on track to achieve Age Related Expectations (ARE) and/or have achieved ARE in a specific topic area each half term.

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of each half term look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

**Entering:** Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Developing:** Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Secure:** Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings, pupil progress meetings and through cluster meetings.

### Using the outcomes of assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

# ASSESSMENT POLICY

## TYPES OF ASSESSMENT

**Assessment techniques are based on Assessment for Learning (AFL) and include:**

- Clear communication of learning objectives and success criteria
- Marking in accordance with the school Marking and Feedback Policy
- Teacher assessment of pupils' performance on task
- Teacher observation of pupils
- Teacher/pupil discussion and questioning (including higher order questions)
- Pupil self-evaluation – see the Marking & Feedback Policy for details about how pupils are involved in assessment
- Peer evaluation – see the Marking & Feedback Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Pupils' performance in formal assessments

## FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson.

These will be measured using assessment materials linked to the expectations of National Curriculum 2014.

## DIAGNOSTIC

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention/additional support.
- Informs APDRs/EHC Plan
- Informs teachers' planning.

## SUMMATIVE

Formal summative assessments occur half-termly. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

## EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

## MONITORING

Ensures that the assessment process takes place consistently across the school.

It involves:

- Pupil progress interviews each half term
- Half term assessments
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders

## ASSESSMENT POLICY

- Walk-throughs to a focus
- Lesson observation
- Book Looks

### **EVALUATION**

Ensures that the outcomes of assessment are used to build on school improvement.

It takes place

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

### **MODERATION**

Confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

### **RECORDING**

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

### **Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

### **Formal records include:**

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile
- Intervention Logs

### **REPORTING**

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

## ASSESSMENT POLICY

- A written report, completed by the class teacher is sent to parents annually in the Summer term.
- Verbal reports are given to parents in the Autumn and Spring term.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken. .
- The results of statutory assessment at EYFS, Yr1 Phonics, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

### Reporting to governors:

Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts/ groups
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to ASP and LSIP pages

### Reporting to the LA/DFE:

The school meets its statutory responsibilities for reporting the outcomes of assessment to LA/DFE.

Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1 & 2 outcomes

### Transition:

It is important that accurate assessment information is transferred with children when they change teachers and/or school. At Greenhill Primary School this involves:

- Liaison with transferring schools
- Baseline testing of new pupils arriving from other schools.
- Analysis of previous data to ensure effective transition.
- Secure, confidential transfer of school data / pupil information

### CALENDAR OF SUMMATIVE ASSESSMENT

	Assessment	Uses	Persons responsible
September	EYFS Baseline	To create a measurable baseline from which to measure children's progress	EYFS staff – this information needs to be collated and shared with Head.
September	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	Class teacher and Head teacher
October	Half-Termly KLIPS Review	To update individual's KLIPs records using evidence	Class teachers to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible	Class teacher is expected to bring relevant up-to date data for their class to a meeting

# ASSESSMENT POLICY

		'Closing the Gap' strategies for those who are behind.	
<b>November</b>	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>SEC Committee and Head Teacher</b>
<b>December</b>	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to date data for their class to a meeting
<b>February</b>	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to date data for their class to a meeting
<b>March</b>	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>Committee and Head Teacher</b>
<b>Easter</b>	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
<b>April</b>	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to –date data for their class to a meeting with the <b>Head Teacher. Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
<b>May</b>	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	<b>Head Teacher</b> (alongside <b>Y2 and Y6 staff</b> ). Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
<b>May/June</b>	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to date data for their class to a meeting
<b>June</b>	Phonics	To ensure Y1 (and any Y2 children	<b>Head and Deputy-Head Teachers</b>

	Screening	who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	Results need to be formally shared with Parents and updated to relevant authorities.
	EYFS Profile	To give a summative end to the children's reception year	<b>Reception Teacher</b> Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
<b>July</b>	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to date data for their class to a meeting
	End of Year KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head in Reading/ Writing/ Numeracy and GPS
	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>SEC Committee and Head Teacher</b>
	Annual Report	To parents including: EYFS/ Yr1 Phonics/ KS 1 & 2 data Summary of child's attainment & progress over the year	Completed by class Teacher & Heads comments
<b>July</b>	Core Subject Data Analysis and Summative Report to Governors	Literacy and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	<b>Literacy and Maths Subject Leaders</b> to share with <b>Governors</b> at final Governors Meeting.

## ROLES AND RESPONSIBILITIES

SEC Committee
<ul style="list-style-type: none"> <li>▪ Evaluation of Impact</li> <li>▪ Hold the HT to account</li> <li>▪ Whole school overview record</li> <li>▪ Summary of attainment and progress for each cohort and significant groups</li> </ul>
Headteacher
<ul style="list-style-type: none"> <li>▪ Whole school analysis of all children including Groups (including trends over time)</li> <li>▪ Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)</li> <li>▪ Managing the monitoring/assessment calendars</li> <li>▪ Ensuring that decisions made and agreed are carried out</li> <li>▪ Prepares whole school data for presentation to the governors</li> </ul>
SLT

## ASSESSMENT POLICY

- Monitoring the performance of teachers and overview of pupils
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment
- Book Looks/ Scrutinies etc to ensure standards

### Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject 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 subject area

### Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- 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
- Aware of the impact of their performance upon the whole school