

Grasmere Primary School



Assessment, Recording and Reporting Policy

Our Values, Our vision:

We are kind:

Together we make friendships and work with everyone using compassion and humility. We are restorative: we communicate calmly and listen to each other.

We are brave:

Regardless of where we begin, everyone at Grasmere has the courage to aim high and achieve with confidence. We are not afraid to make mistakes and learn from them. We feel safe to take on a challenge and push our talents with determination and a thirst to question and satisfy our curiosity.

We are creative:

We make our learning exciting! We enjoy many enriching opportunities through a broad curriculum. We feel engaged and enthusiastic to discover and enhance our skills and knowledge.

We have respect:

We are a diverse community. Our staff, students and entire school community work in harmony, inclusively shaping the way we behave to grow, understand and celebrate difference and contribute to society in a meaningful way.

**Grasmere Primary School:
Growing Minds, Promoting Success**

The principles and aims of assessment

Assessment is an integral part of teaching and lies at the heart of promoting our pupils' education.

The 2015 report of the Commission on Assessment without Levels has given us the task of creating an assessment system that supports the learning of the individual children in our school.

Our aims and objectives

- To ensure no learner is left behind whereby every child fulfils potential either through support or 'stretch and challenge'.
- To enable all children to know their strengths and areas for development.
- To deliver a curriculum that is informed by good quality assessment information.
- To inform parents about their child's progress and next steps.

The Three aspects of assessment:

- 1) In-school formative assessment – used to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching and learning accordingly.
- 2) In-school summative assessment – enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- 3) Nationally standardised summative assessment – used by the government to gauge attainment at key points within the Primary age.

How assessment outcomes will be collected and used

1) Formative assessments include: feedback from children, question sessions, marking of pupils' work and observational assessment.

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension and plan future lessons.
- Pupils to measure their own knowledge and understanding against learning objectives, and identify areas in which they need to improve, both building on their strengths and addressing any relative areas of weakness.
- Effective feedback includes opportunities to promote what the child is doing well as well as high quality opportunities to guide children to recognise errors and address misunderstandings. Reflecting our school values, this is done in a respectful and kind way. Children are brave with their learning and know mistakes are a point of learning through the school's promotion of 'growth mind-set'.

- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

2) Summative assessments include White Rose Assessment for Maths and PIRA (Progress in Reading Assessment) for Reading to obtain children's progress and attainment towards end of year objectives. Children do half termly writing assessments which are assessed against the learning objectives for that term.

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

There is a clear Assessment cycle in place, see Appendix A.

There are three summative assessment points: October, February and June. Data is collected in Reading Writing and Maths and put onto the schools tracking system, Target Tracker. Pupil Progress Meetings with all Class Teachers will be carried out by SLT following the assessment points to review the progress and attainment of the children and to identify any key groups which may be underperforming.

- 3) Nationally standardised summative assessment includes: Year 1 Phonic Test and standardised tests at KS1 and KS2.

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

These results inform league tables and borough wide comparisons to similar settings.

Early Years

Throughout the academic year, Early Years staff uses a range of written observations, photographs and examples of children's work to assess each child's development.

Within the first six weeks of entering Reception, each child is assessed using Baseline Assessment. Assessments are then carried out again in February and June using EYFS

Development Matters age bands and Early Learning goals. Nursery children are assessed using the EYFS development matters age bands. The end of year Results in Reception are then reported to the Borough.

Inclusion

The principles of this assessment policy apply to all pupils, whatever possible barrier they might have to learning, including those with special educational needs or disabilities, English as an additional language and those children eligible for the pupil premium.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to the pupil's starting point and take this into account alongside the nature of their possible barrier to learning.

Reporting to Parents

Two parent consultations per year(October and March) will focus on the child's current achievements and next steps for their development. A final report in July will contain summative data and teacher comments about the national standards.

Arrangements for the governance, management and evaluation of assessment

The Senior Leadership Team (SLT) will be responsible for maintaining the Assessment Policy. It will be reviewed yearly as to its effectiveness in carrying out the principles of assessment. This will be discussed in full staff meetings. The governing body will review this policy in the curriculum committee and report back to full governors.

Professional development

All teachers will be kept up to date with developments in assessment practice and how they will be able to develop and improve their practice termly, either by sharing practice through moderation, embedding current systems or being exposed to new methods.

All class teachers will receive training on new assessment arrangements and any changes will be determined in staff meetings and by SLT.

Reviewed February 2019

Review next February 2020