

Belthorn Academy Primary School



Assessment Policy

January 2019

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Head teacher: Mrs H Rowan
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Chair of Governors: Mrs Yvonne Brown

Mission Statement

To provide a safe, stimulating and caring environment in which every child is encouraged to recognise and achieve their fullest potential in order that they can make their best contribution to society

Aims

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children recognise the standards to aim for and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents which enables them to support their child's learning
- to provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.

Subject Statement

At Belthorn Academy Primary School, we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Assessment for learning is based on four principles:

- Making the learning objective (L.O.) clear and using success criteria
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

Assessment of learning (summative assessment) involves judging pupils' performance against National Standards using the Lancashire KLIPS. We have a summative assessment system, so that we can track individual's progress and facilitate interventions when necessary.

Planning for Assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson. Teachers always share the learning objective (L.O.) with the children. They also indicate the way in which the activity is linked to the learning objective (how?), and the success criteria against which the work will be judged.

We make a note of those individual children who do not achieve the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Assessment in Early Years Foundation Stage

Within the first four weeks of starting school, a base line assessment will be Undertaken. Alongside this are teacher led baseline assessments which are based on careful observations, transition meetings and handover documents all of which inform this process. This baseline assessment is a crucial component in understanding a child's level of development and helps to:

- Identify the developmental stage of each child on starting school.
- Informs tailored learning plans for each child.
- Provides a base on which to start to track the progress of children, ensuring they make at least good learning progression.

This baseline gives each individual child age related-month band levels for the 7 areas of learning in the EYFS. This can be carefully monitored and tracked throughout the year, using carefully planned observations and assessments. Teacher assessments are made using Development Matters and the ELG's as a 'best fit' judgement. Children are graded as EMERGING, EXPECTED or EXCEEDING according to where they are within that age band. Interventions are undertaken where needed.

There are 2 types of assessment that feature dominantly in the EYFS - Formative and Summative.

Formative - ongoing daily practice. Observation of children formally/informally recording as a snapshot or as a more detailed piece of evidence. This can inform individual pupils progress records, next steps of learning for the individual and can also inform planning.

Summative- Every half term staff meet to discuss key children, issues and individual progress and development through supervision meetings. All information

and assessment is collated and assessed within the learning journey before tracking on the child's individual development matters tracking sheet. At the end of the year this is used to support the teacher judgements based on EMERGING, EXPECTED or EXCEEDING within the ELG's.

Assessment in KS1 and KS2

Children are assessed using the KLIPs, which are a Lancashire assessment tool. By the end of their year group, they are expected to reach Secure.

IDEAL SCENARIO

Autumn : Entering

Spring: Developing

Summer: Secure

Some children may start the year working on the KLIPs from the previous year. Not all children may reach Secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap.

If a child reaches Secure before the end of the Summer Term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt. At the end of the year, these children will be Secure + and be working at greater depth.

At the end of each term, we will use the White Rose Hub Tests to support our judgements in arithmetic, problem solving and reasoning.

What are KLIPs?

The KLIPs, or Key Learning Indicators of Performance, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in all subjects for each year group.

The underlined statements on the grids have been identified as Key Learning Indicators of Performance (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the Key Learning Indicators of Performance (KLIPs) play a particularly significant role in the assessment process.

The Process

Consider the pupil's performance in relation to all of the key learning statements not just the KLIPs (the ones which have been underlined). overall judgements which can be made more summatively:

- Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements.
- A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to demonstrate and apply the skill or knowledge independently in different subjects or contexts.
- When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience?
- Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading, drama and use of reading journals.

Standardisation and Moderation

Teachers in each Key stage moderate a piece of cross curricular writing each term to check our teacher assessments are accurate. As well as this, we attend moderation meetings between schools (cluster meetings) to ensure accurate assessments using the KLIPs.

English and Maths subject leaders scrutinise books and give feedback to staff. SLT moderate a cross section of each class's teacher assessments every term.

Reporting

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In the Autumn and Spring term, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we discuss their child's learning and attainment against age related expectations and share some areas for next steps for learning with parents. Also, at this initial meeting we give the parents a parent leaflet which outlines some key end of year expectations in Reading, Writing and Maths. At the second meeting of the year, we evaluate their progress against these and other targets which have been set.

During the Summer Term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in Reading, Writing and Maths. In the reports for pupils in Year 2 and 6, we also provide details of the attainment achieved in the

statutory tests. We also report the results of the Year 1 Phonics Screening Check at this time.

Feedback to Pupils

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. We have an agreed code for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children need to understand it. We give children verbal feedback and on the spot responsive marking during lessons as this has the most impact on their learning and progress. When lesson time does not allow for verbal feedback, we write a comment on the children's work during marking. When we give written feedback to a child, we make it clear what the child needs to do to produce even better work in the future. We allow time at the beginning of each lesson for the children to absorb any comments written on their work and to respond. We do this, to ensure that the time our teachers spend on marking really has an impact.

Roles and Responsibilities

Governing Body

Evaluation of Impact

Hold the HT to account

Whole school overview record

Summary of attainment and progress for each cohort and significant groups

Headteacher and Assessment Leader

Whole school analysis (inc trends over time)

Managing the Monitoring/Assessment Calendars

Pupil Progress meeting are help twice a term with teachers

Ensuring that decisions made and agreed are carried out

Prepares whole school data for presentation to the governors

SLT

Monitoring the performance of teachers and overview of pupils

Analysing cohort/group data and preparing it for presentation to governors

Holding subject leaders/teachers to account for targets set

Hold teachers to account for impact where resources have been allocated
Ensure targets set lead to improved performance/ rise in attainment

SENCO

Monitor the performance of vulnerable groups
Analyse and report on attainment and progress of Intervention Teachers
Moderate and address issues arising from mismatch between data/pupil books/observations

Teachers

Operate within the assessment time frame
Meet or exceed the targets set for each child
Record and analyse pupil/ group results
Plan for timely intervention where needed and report impact
Record results ready for input onto the Tracker
Aware of the impact of their performance upon the whole school.

Miss Gervis

Assessment Coordinator

Date implemented: January 2019

Date for review: September 2021