

# Normanton-on-Soar Primary School

## Assessment Policy



where everyone plays a part

This policy is for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors and partner agencies working within school. The policy is reviewed by the governing body every 2 years or if significant changes are required to meet revised legislation or best practice guidance.

This policy is available from the school website, [www.normantononsoarprimary.co.uk](http://www.normantononsoarprimary.co.uk) and a reference copy can be found in the school office.

## Assessment Policy

### Introduction

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. This is assessment for learning, and supports the learning process in the short, medium and long term. The product of assessments and records of children's attainment and achievement over time form an essential part of the school self-evaluation process.

Through assessment at Normanton on Soar Primary School, we aim:

- To gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers as to what should be taught next.
- To ensure that assessment, recording and reporting is an integral part of the appraisal system.
- To provide information to inform the school's self-evaluation process that will then be built into the school's integrated development plan. (School Development Plan).
- To track the individual progress of every child.

### Assessment Procedures at Normanton on Soar Primary School

Normanton on Soar Primary is working and developing the system of Assessment without levels. The school is assessing against set criteria on a computer system known as EAZMAG for reading, writing, maths and SPaG. This enables teachers to identify pupil progress and evidence it at the same time when marking books. This in turn allows them to fine-tune their understanding of learner's needs and tailor their planning accordingly.

Assessment will be used in the following ways:

1. Formative – evidencing pupil progress on EAZMAG. The information gained 'forms' or affects the next learning experience.
2. Diagnostic – finding out what attitudes, knowledge, understanding and / or skills are not suitably embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
4. Summative – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

Effective assessment in the school is characterized by:

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:

- Moving from one individual year group to the next
- Foundation Stage (EYFS Profile) to KS1
- KS1 to KS2
- KS2 to KS3

Performance will be analysed in terms of cohorts of pupil as well as analysis of the achievement and attainment of all pupils.

Assessment in this school is enhanced by:

- Pupils' involvement in self-assessment.

- The involvement of parents (where applicable)
- A clearly identified assessment timetable (Appendix A)

## Monitoring and evaluation

The Head teacher and Subject leaders (Maths and English) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with the teachers, pupils and parents/carers, sampling pupil books and reports and sampling teacher's planning and assessment records. In addition to this, termly performance reports will also allow the head teacher to gather summative evidence and make judgements about attainment and progress that will then inform future strategic developments. Any implications relating to issues for the whole school will be considered for inclusion in the SIDP.

As a result of good assessment procedures, teachers will know:

- Where the pupils are starting from.
- Has the class overall learned what was planned and taught?
- Are the pupils making the expected progress expected to reach their challenging targets?
- Are children making sufficient progress in order to meet/master national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils require extension / intervention work?
- Are planned activities well-resourced and staff fully utilized to impact upon the progress that children make?
- How can the teaching be modified and improved in the future?

The English and Maths Leads will know:

- If pupils are making the progress required for them to reach or exceed their targets?
- If there are any problems?
- If the progress of the children in the school is in line with the school targets set with the Local Authority?
- How does Normanton on Soar compare with other similar schools, nationally?
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children?

Parents and carers will know:

- How much progress their child is making
- If their child has any specific problems
- What the school is doing to help a child with specific problems
- What they can do to help their child to make progress

The Local Authority / Government will know:

- How Normanton on Soar Primary is performing in terms of progress / attainment and narrowing the gaps in relation to national expectations.
- Attainment in the school in terms of % of children meeting and mastering their year group expectations for Reading, Writing and Maths and through completing end of KS1 and KS2 statutory tests.
- How Normanton on Soar Primary compares with similar schools.
- Are the priorities of the school's integrated development plan being met?

## Recording

Recording will be manageable and relevant at short, medium-term and longer-term levels. The degree of the detail will depend upon whether:

It is a core or foundation subject.

The subject is an area for school improvement.

All teachers in the school will maintain short, medium and long-term recording for assessment:

Short-term recording will: -

- Inform planning at short and medium term levels
- Be useful when talking to other teachers / SENCO or other staff when identifying particular problems
- Inform the teaching approach
- Inform the grouping of pupils
- Inform the deployment of staff
- Inform the choice of resources

Verbal assessments will be used to:

- Make lesson aims and objectives explicit
- Check oral understanding of pupils
- Use a variety of different types of questioning to enable pupils to self-assess

Constructive marking and feedback will be used to:

- Celebrate achievements with the pupils
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning.
- Provide examples of modelling to help children understand concepts more clearly.

When teachers use a range of open and closed questions, they will:

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary
- Use the plenary to check understanding, develop the concept taught and reinforce learning
- Use pupil interviews and discussions to enable pupils to know what to do next to continue making progress
- Provide opportunities for pupils to review their achievements
- Mark / respond to pupils work, including highlighting developmental points and including annotations for other adults where appropriate.

Medium-term recording:

Periodic assessment and medium-term records using the ITAFs and EAZMAF formative and summative judgements will:

- Allow teachers to make judgements about % of children in line with national expectations
- Provide evidence for the English and Maths leaders to report about the progress of children within each year group.
- Allow teachers and the English and Maths Leaders to monitor progress and evaluate the impact of interventions a child may have received

- Be recorded on the cohort tracking sheets and summative judgements given to the curriculum team leaders for analysis and completing termly performance reports.

Long-term assessment will include:

- Early Years Baseline
- EYFS tracking against the Early Years Profile using EAZMAG
- Statutory assessments at the end of KS1 and KS2
- Any annual assessments that have been agreed to be used by the school, e.g. White Rose, PIRA, PUMA.
- These assessments will be recorded on the cohort tracking sheets and analysed by the Head teacher. Performance reports will be presented in the Headteachers's report at Full Governors meetings every term.

Assessment information will be used to:

- Analyse progress throughout the school for groups and individuals
- Review and amend the curriculum / provision for children throughout the school, where necessary
- Monitor attainment against national expectations
- Inform the governing body of the school's standards and improvement through the head teacher's report to the governing body.

#### **Assessment in Science and the Foundation subjects**

- Science will be assessed against a set of given criteria for each topic. On-going formative assessments, evidence in pupils' books and end of topic tests will inform the end of year summative assessment results.
- The Foundation subjects will be assessed against the Programmes of Study and Attainment targets set out in the National Curriculum. Evidence in pupils' books and photographs of topic work covered will inform the end of year assessment results for the Foundation subjects.

In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

## **Appendix A**

### Assessment Timetable

#### **Autumn Term:**

Teacher assessments based on the previous end of year annual reports to parents shared with all teaching staff in Literacy and Maths (Years 1 to 6) as a starting point benchmark.

Nursery – Baseline assessment for new intake in all areas of learning covering stages of development and early learning goals

Reception – Baseline assessment and update of tracking on EAZMAG / learning journey.

End of autumn term – tests in reading, maths, SPaG and writing.

Continuous formative assessment to feed into end of term summative result

Pupil progress meetings to discuss end of term results. / Identify under-achieving children and plan interventions for targeted groups.

#### **Spring Term:**

Nursery – Baseline assessment for new intake in all areas of learning covering stages of development and early learning goals

Nursery / Reception – Ongoing assessment for all areas of learning evidenced on EAZMAG.

Continuous formative assessment to feed into end of term summative result

End of spring term – tests in reading, maths, SPaG and writing.

Pupil progress meetings to discuss end of term results. / Identify under-achieving children and plan interventions for targeted groups.

#### **Summer Term:**

Nursery – Baseline assessment for new intake in all areas of learning covering stages of development and early learning goals. For 'current' nursery, ongoing assessment for all areas of learning evidenced on EAZMAG.

Reception – Completion of EYFS Profile and assessment of high attainers in reading, writing and maths.

Continuous formative assessment to feed into end of term summative result

Year 1 – Phonics screening

Year 2 – Phonics screening repeated

Years 2 and 6 – Statutory tests

Years 1,3,4 and 5 - End of summer term – tests in reading, maths, SPaG and writing.

## Appendix B

### Assessment Benchmark Percentages

#### Writing, Reading and Maths

For year groups 1-6 writing, reading and maths will be continually teacher assessed throughout the year. All staff will closely monitor progress in children's work books and through evidence collected during learning choice opportunities.

- Key pieces of work that evidence pupils' progress will be identified and highlighted in line with 'entering', 'developing' and 'secure' expectations. These key pieces of work will be evidenced on EAZMAG and will show significant progress linked to an expectation.
- It is important that all pieces of work are dated by the teacher or child. Year group expectations are outlined on EAZMAG and all of the teachers will use these expectations to support quality marking.

How will progress be measured against this system at the end of the year? What will evidence look like in the books?

- Entering/ Emerging – Yet to be secure in the end of year expectations
- Expected – Secure in the majority of the end of year expectations
- Exceeding / Secure – Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

#### End of year summary judgment

- Progress for any child is evidenced firstly through the work in their books identified against the key objectives. Children who are below the required level will still have specific measures of progress identified in their books. EAZMAG enables pupil progress to be measured against a set of given criteria that is available in the assessment / tracking file.
- Expected Progress will be represented by any child achieving the amount of progress that secures they have met the year group expectations from one year to the next or continued to master expectations from one year to the next.
- Good / Outstanding Progress will be represented by any child achieving an improved amount of progress from the previous academic year, e.g. below expectations at the end of Year 1 to meeting expectations at the end of Y2 or meeting expectations at the end of Year 4 to achieving greater depth / mastery at the end of year 5. The difference between good and outstanding is related to the amount of improved progress a child makes. EAZMAG software calculates this progress measure.

These benchmarks are continuously reflected upon and adjusted as required. Internal and external moderation of children's work provides evidence that the assessment systems and practices are robust, accurate and in line with local and national schools. End of term and year assessment tests will provide standardized scores for reading, maths, writing and SPaG. These results will be used in addition to the on-going teacher assessments in pupils' books.



