

## South Staffordshire Assessment Partnership (SSAP)

### Assessment Policy

We believe assessment is at the heart of promoting pupil's learning. Effective assessment provides information to improve teaching and learning, allowing all pupils to achieve their full potential.

#### **Aims and objectives**

The aims and objectives of assessment in our school are to:

- Allow every pupil to reach their full potential
- Enable our pupils to demonstrate what they know, understand and can do in their work
- Help our pupils to understand what they need to do next to improve their work
- Enable teachers to know every pupil in their class equally and have the opportunity to discuss their progress on a regular basis
- Allow teachers to plan work that accurately reflects the needs of every pupil
- Provide regular information for parents to enable them to work in partnership with the school to support their pupil's learning
- Enable all to monitor pupil's progress, including the schools current vulnerable groups
- Ensure continuity within the school and across SSAP
- Keep the leadership team and governors fully informed, allowing them to make judgements about the effectiveness of the school

#### **Types of Assessment**

##### **Formative**

Ongoing assessment carried out by teachers both formally and informally during a unit of work. The results affect the Quality First Teaching within the classroom and inform assessment records.

##### **Summative**

Termly or half-termly based assessment that reflects the work that has been covered previously. They are used to support and ensure the consistency of our assessment records.

##### **Diagnostic**

If a teacher is concerned about a pupil, or if a pupil is not making expected progress, further tests may be required. These will assess in more detail one aspect of the pupil's learning. This allows the class teacher to develop a greater understanding of that pupil. From this the teacher may adapt their Quality First Teaching and extra provision may be put into place for a set time.

#### **Assessment throughout the school**

##### **Foundation Stage**

The class teacher collates the information brought in from the different early year's settings. This will include information from the chosen DfE Baseline Assessments. Using this information and their initial observations they form a baseline assessment for each area. This is agreed at the Autumn Term Pupil Progress Meeting (PPM) and targets are set for each pupil to achieve by the end of the Foundation Stage. After this assessment, thorough observations are made to inform the teacher of every pupil's achievement. Progress is discussed for all areas at each PPM.

## **Key Stage 1**

The class teacher continues to use Early Years assessment until the individual pupil is ready to move on to the National Curriculum. As appropriate, P Levels may be used to assess attainment and progress. When the pupil has progressed onto the National Curriculum the teacher uses Age Related Expectations (ARE) to assess their progress in English and Maths. The school uses the following judgements: Expected, Developing, Secure and Mastered. 3 steps progress per year is our expectation of good progress.

- Pupils in Year 1 will undertake phonics screening during June. Results are forwarded to the DfE
- Year 2 pupils will be re-assessed where results fell short of the threshold mark in Year 1.
- Pupils in Year 2 will undertake KS1 Statutory Assessments in May each year.

## **Key Stage 2**

The class teacher continues to assess against ARE in English and Maths. A variety of standardised tests will underpin teacher judgements and assessments to provide an accurate policy of what a child's achievement across a year in relation to ARE.

## **Record Keeping**

Teachers use records to review pupil's termly progress, set appropriate targets for the future and to form the basis of reports to parents both verbally and written.

Records kept include:

- Teachers plans
- Pupil's work
- Marking in books
- Assessment records
- English and Maths Learning Ladder booklets
- PPM data forms
- Targets

## **Pupil Progress Meetings**

PPM are held regularly with the SMT to consider each pupil's individual progress. PPM forms are completed which clearly show pupil's progress through the years and numerical targets. Pupil's emotional, social and educational progress is discussed; however the PPM forms concentrate on progress in reading, writing and maths. If a pupil becomes a concern or is making slow progress they are carefully monitored. Diagnostic tests may be used to develop a more in-depth picture. If required, a pupil may be involved in an intervention group to accelerate their progress. The final PPM for the year involves the current class teacher and the new class teacher sharing assessment information. This ensures all records are handed over and that the pupils are discussed thoroughly with the new class teacher.

## **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, English and Maths in the following ways:

- With colleagues in school
- With colleagues from SSLP
- By attending optional LA sessions with other local schools
- LA moderation

### **Target Setting**

All pupils are set English and Maths targets. These are displayed in the front of their books in a pupil friendly manner. Pupils are encouraged to look at these on a regular basis and use them to support their progress. Learning Ladder booklets also indicate current targets and next steps.

### **Partnership with pupils**

We believe involving pupils in their own assessment is very important, it allows them to see how well they are doing and what they need to do to improve their work. We involve pupils by;

- Marking against the success criteria
- Responding to others work with positive comments and a gap task
- Working in pairs to peer assess each other's work
- Working with a group in which the teacher gives verbal feedback to the pupils against the learning objective
- Teachers marking against the success criteria and giving pupils next steps

### **Partnership with parents**

- Each teacher provides a termly update that identifies the main areas of study for that particular class. This allows parents to support areas of work that term. Parents also have on-going access to their pupil's assessments through the school tracking system.
- Parents receive targets, showing levels for the core subjects
- Parents evenings during the year
- Parents are kept informed throughout the year if progress becomes a concern and strategies to address this are agreed
- Parents receive a report at the end of the year informing them of their child's achievements

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.