



## **Assessment Policy**

**Completed by: Curriculum Lead**

## Our Intent

***Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by our staff to raise attainment and accelerate progress.***

***Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children. Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.***

## **Aims and Objectives**

- To improve the quality of learning and teaching throughout the school.
- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against Northern Ireland and national standards.

## Implementation

### **Types of Assessment:**

At Heron we use a combination of formative and summative assessment as outlined below:

#### ***Formative assessment (Assessment for Learning- AfL)***

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

#### **Formative assessments are used to:**

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

#### ***Summative Assessment- Assessment of Learning***

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

#### ***On-going Formative Assessment***

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning of objectives (TBATs- To be able to) and success criteria (when appropriate) each lesson.
- Effective Questioning throughout the lesson in order to judge pupil understanding.
- Observations- either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson (POP tasks).
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.

- Focused marking using learning objectives and success criteria.
- Sampling pupils' work.
- Exit tickets – key questions asked at the end of a lesson to ascertain pupil understanding
- Using assessments and feedback from marking to inform the next stages of learning and planning.

## **Summative assessment – Years 1-6**

Summative assessments are used to assess what a child can do at a particular time and are used as one part of **overall teacher assessment**.

- Years 2 – 6: STAR Reader (3 x per year)
- Year 1: Phonics Screening Check (June)
- Years 2 – 6: Accelerated Reader
- End of KS1 (Year 2) and end of KS2 (Year 6) Statutory Assessment Tests (SATs) (May).
- Diagnostic tests for targeted children.
- Review for pupils with SEN and disabilities.

## **Progress**

### ***Progress at the end of each curriculum year: Years 1-6***

Following the introduction of “Assessment without Levels”, and in tandem with the introduction of the NC 2014, progress will be measured against Age Related Expectations - where each child's progress is measured against their individual starting points.

### ***Progress between terms: Years 1 – 6***

During the academic year, **teacher assessments** are made using the combination of formative and summative assessment to decide how well a child has met the learning objectives during a given period of time. We use the assessment measures Working Towards Standard (WTS), Expected Standard (EXS) and Greater Depth (GD)/Higher Standard (HS) to measure progress between terms.

For Foundation subjects, progress is highlighted on “I Can Statements” relating to the NC objectives and discussed with subject leaders. Children are judged as either Working Towards Standard (WTS), Expected Standard (EXS) and Greater Depth (GD)/Higher Standard (HS) against each “I Can Statement”.

## **Early Years**

In Early Years, we use a combination of the EYFS profile and a baseline assessment to measure children's progress.

### ***Baseline***

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

### ***EYFS Profile***

The EYFS profile assessment is carried out in the final term of Reception

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on our database held centrally. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

## **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Marking Policy for detailed information.

## **Reporting to Parents**

Reports to parents are given verbally at parents' evenings along with written information on the children's attainment. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

### **Impact**

Staff will use information to identify children working at each level within a cohort e.g. working towards, working at or working at the higher standard within age related expectations.

They will analyse the data and review provision for individuals/ groups and use the information to identify intervention groups, including disadvantaged pupils, those pupils who are more able and those with special educational needs. This will enable all pupils to meet their potential.

The school uses **INSIGHT ONLINE PUPIL TRACKING** as its data management system. Input of data takes place 3 times per year (at the end of Term 2, 4 and 6) from which progress can be measured. Pupil progress meetings are held following this data entry to discuss the impact that interventions have had, reviewing successes and areas for development. This data is reported to Governors and is used to plan next steps for pupils, providing interventions where necessary and guiding teacher decisions about next steps in their planning in order to develop pupil understanding.

At any time during the year teacher assessment is used to discuss with parents on an ad-hoc basis, at the parent's request. In addition, it forms the basis of feedback at the formal parent's consultations (November and March) and is at the core of the end of year formal written reports (July).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (Head Teacher and subject leaders) and children to ensure that our assessment aims continue.

### **THE ROLE OF THE ASSESSMENT COORDINATOR**

- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements.
- To provide or arrange training on matters relating to assessment.
- To coordinate the production and review of school policy and guidelines on assessment.
- Advise on the statutory tests and assessment procedures.
- Coordinate electronic transfer of data.
- Monitor assessment procedures and practices.

- Produce annually an action plan for the SDP and ensure its implementation.
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievement.
- Coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting.
- Evaluate the quality and appropriateness of existing assessment resources.
- Manage the purchase and deployment of assessment resources.
- Keep up to date with local and national developments on assessment.
- Attend appropriate INSET and disseminate information to colleagues.