

Silsoe VC Lower School Assessment Statement September 2014

Rationale

Following the introduction of the national curriculum 2014 and the change to assessment without levels we have prepared an assessment statement to explain our policy and the approach we will adopt to meet the Department for Education's assessment principles. (See appendix 1)

Our aims

Our policy will

- Set a common standard for use in assessment
- Ensure that all assessments are clearly related to the relevant performance descriptors
- Give clear guidelines for staff on the administration and assessment of the work, such as assertive mentoring mark schemes, standardised test instructions, learning journey performance descriptors

Our principles for assessment

The following principles will guide the development of a whole-school system.

In this school assessment will be used to inform:-

- Pupils and their parents about progress and achievements
- Pupils and their parents about the next steps required for further progress
- Teachers about gaps in pupils' knowledge and understanding, or skills that need to be addressed through further teaching
- School leaders about the progress of pupils and groups of pupils to ensure equality of opportunity, inform teacher performance management, and to help them target resources and intervention strategies

Assessment has four core purposes.

These are:

- Diagnostic - determining knowledge, skills and possible weakness
- Formative - providing information that assists further planning
- Summative - summarising individual pupils' attainment and progress

- Evaluative - providing information about teaching schemes and methods, and about the suitability of resources and in-service training (INSET)

This means we will focus on assessment for learning but will also use assessment of learning to provide summary judgments of what has been learnt or achieved and to hold the school to account.

Assessment for learning

We believe that effective **assessment for learning** is fundamental to achieving excellent learning. Therefore assessment at this school will aim to :-

- Provide insight into pupils' learning for both pupils and teachers
- Enable continuous reflection on what pupils know now and what they need to know next
- Raise standards by taking pupils to the 'edges of possibility'

Assessment of learning

In addition the school will provide summative judgments that:-

- Provide a summary judgment about what has been learned at a specific point in time
- Measure our achievement against national benchmarks of what children can do
- Hold the school to public account

Assessment approaches

Most assessment completed in this school will be formative. It will be based on the children's class work and observations of practical activities and discussion.

Achievement will be recorded by teachers and teaching assistants within work books, within each child's learning journey, on postits, using annotated photographs and using technology such as our Ipads to record practical achievements for example in sport, music or drama.

We will use our agreed marking procedures (see policy) these will provide precise explanation of the conditions under which work was completed, allow children to respond to feedback and lead to improvement over time.

Targets for individual lessons and long term improvement will be shared with the children.

Baseline assessment tests, unaided pieces of work, assertive mentoring tests, sounds-write phonics tests, sight vocabulary or key word spelling tests and end of unit assessments will be used to inform teacher judgments.

Progress towards achievement of each age related performance statement or early learning goal will be regularly tracked and progress will be reported to the headteacher, the SENCo and the Pupil Premium champion within dedicated termly meetings.

Recording

The recording process will help us to build up a complete picture of each child to share with parents and to pass on to the child's next teacher. We have adopted a recording process which is in three parts.

1. Pre National curriculum : EYFS profile (Year R)
2. National curriculum record of Key Stage 1 (Year 1 and Year 2)
3. National Curriculum record of early Key Stage 2 (Year 3 and Year 4)

Each child in Early Years will have their own learning journey where progress will be tracked against each development matters statement and each early learning goal. Then in Years 1-4 each year group will have a learning journey which records the achievement of each child against the performance descriptors for each national curriculum subject and RE.

Reporting

Regulations require a written report for every pupil and an opportunity for parents to discuss this report each school year. At this school we have an open door policy and offer parents several opportunities for planned discussions.

We provide the following arrangements:-

- All parents are invited to school for an induction meeting before their child begins in the reception class.
- All parents are invited to parent consultation meetings in the autumn and spring terms to discuss their child's progress and targets for development.
- Learning journeys and exercise books will be shared with parents.
- All parents of pupils with SEND are invited to attend a termly meeting to discuss their progress towards achieving their targets on their individual provision plan.
- In the summer term parents receive a full written report which includes detail of how each child has performed against the age expected achievement for their age group.

Roles and responsibilities

- Teachers are responsible for ensuring that they are familiar with the expected standards and performance descriptors for their year group in all subject areas.
- Teachers are responsible for attending and participating in moderation exercises within and beyond the school to verify the accuracy of their assessments.
- Subject leaders are responsible for ensuring that assessments are carried out accurately and to deadlines.
- Senior leaders are responsible for ensuring that staff are sufficiently trained, subject leaders are monitoring quality and accuracy, and that tracking data agrees with outcomes in formal assessments.

Monitoring of assessment

Senior leaders will monitor the accuracy of assessments. They will compare outcomes in formal assessments with predictions.

The following methods will be used to complete this monitoring

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers
- Moderation within a subjects or year group
- Moderation between schools,

Reviewing assessment data

Reviews of assessment data will form an integral part of conversations within the school. Data will be discussed:

- In line-management meetings between class teachers, subject leaders, senior leaders and the headteacher
- By governors in the pupils and curriculum sub-committee
- By link governors when meeting subject leaders
- Within the end of year assessment analysis document completed for the next teacher, Headteacher, SIP and Governing Body.
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Close analysis of assessment outcomes will inform the school's self evaluation statement and each new school development plan.

Susan Purdue

Appendix 1: Department for Education's assessment principles

The DfE has produced assessment principles to support schools when implementing arrangements for assessing pupils' progress. It explains:

Schools will be expected to demonstrate (**with evidence**) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgments about the school's effectiveness, and to inform Ofsted inspections.

The assessment principles document outlines three principles of effective assessment systems. It says such systems should:

- Give reliable information to parents about how their child and their child's school is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation

The document expands on each principle in more detail. In relation to giving reliable information to parents, it explains that this will include:

- Allowing meaningful tracking of pupils towards end of Key Stage expectations in the new curriculum, including regular feedback to parents
- Providing information which is transferable and easily understood, and covers both qualitative and quantitative assessment
- Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Ensuring information is reliable and free from bias