

# Assessment Policy

## Kingsway Primary School and The K.E.Y Nursery



### Why Assess?

At Kingsway Primary School, children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

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

1. to enable our children to demonstrate what they know, understand and can do in their work;
2. to allow teaching teams to plan work that accurately reflects the needs of each child;
3. to help our children understand what they need to do next to improve their work;
4. to provide regular information for parents that enables them to support their child's learning;
5. to contribute towards accountability data.

#### Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

## **Assessment at Kingsway**

Staff at Kingsway Primary School have worked to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

### **Nursery Learning Journeys**

Nursery staff will informally monitor development and keep detailed records in the form of an electronic learning journal. This information is shared with families and either transferred to the reception team or to the child's new school. The Nursery team make a summative judgement 3 times a year, based on information they gather from learning journals, small group and individual assessments. This information is based on a 'best fit' approach and identifies which age band the child is working within, whether beginning, working within or secure. Most nursery children are working within the 30-50 month stage. These are kept on a Foundation stage tracker.

### **Foundation stage profile**

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. This is collated in the form of an electronic journal, whereby parents can share the learning with the child at home and contribute to their development. The team make a summative judgement 6 times a year, based on information they gather from learning journals, small group and individual assessments. This information is based on the same three categories as the nursery – beginning, working within or secure for the developmental age band. At the end of the Foundation Stage the teachers make a final judgement as to whether individual children are emerging, expected or exceeding the Early Learning Goal.

### **Phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of term report. Where pupils fail to meet the expected level, they will be retested in Year 2 in line with Government requirements.

### **Year Five CATs**

CAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. However, CATs do not measure such factors as effort, attention, motivation, and work habits, which play a major contribution to school achievement as well.

### **SATS**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching. In some circumstances, children will be working well below the level that a test is designed to assess. In these cases, the Headteacher, in discussion with staff and parents, may decide to dis-apply a pupil from the test. The Headteacher will notify the parents in writing of this decision. The Headteacher's decision is final.

## Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to Self and Peer Assess using a variety of age appropriate methods They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. This is done with the support of the class teacher.

An individual Assessment Sheet will follow pupils through the school in Years 1 to 6. Outcomes from the EYFS stage will also be recorded on this sheet.

Children are assessed against the following descriptors:

Working Below National Expectations

Working towards National Expectations

Meeting National Expectations

Mastering National Expectations

Working Above National Expectations

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Learning objectives will also be recorded. Assessments may be completed as a baseline, at the end of a unit of work or as a summative exercise. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as class quizzes.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for reading, writing and maths using the school's tracking system. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. These judgements will be periodically moderated by the Year group team, the Phase team or the whole school team.

Kingsway Primary school is developing its Exemplification pieces of work for teachers to match their assessments against.

The cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

## Parent consultations

Parent consultation evenings take place in the autumn, spring and summer terms. Children can contribute to these conversations in either a verbal or written format.

**Reports to parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by the teaching team and self-assessment by the child except in Reception, Y2 and Y6 where national test data will be reported. Parents / Carers are encouraged to provide feedback to the school.

**Inclusion**

Kingsway is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is provided to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Special Educational Needs Co-ordinator, parents and external agencies (where appropriate) to plan tailored support. These plans may include access to additional specialised pastoral provision such as THRIVE or NURTURE. Before children access this provision, they are carefully screened and monitored using the specialised assessments ie Boxhall profile. Children are regularly assessed during the course of this provision. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use a My Plan or My Plan+, where appropriate, which is reviewed with the child and parents termly. Emma Price, Special Educational Needs Co-ordinator, is available to provide advice to staff and families. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy

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