



Meldreth Primary School

Assessment Policy

Date:	Autumn 2015
Reviewed by:	Governor Children & learning Committee
Next review date:	Autumn 2016
Other relevant policies:	Feedback & Marking policy

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Our school is committed to safeguarding and promoting the welfare of children

Why assess?

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. Children's progress is closely monitored at Meldreth Primary School in order that we can provide the best possible opportunities and highest levels of support for all children.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to monitor and support children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment' 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

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 Meldreth

At Meldreth Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning objectives and 'steps to success' and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- report progress to parents, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

A range of 'Day-to-Day In-School Formative Assessments' will be used including, for example,

- Using Assertive Mentoring skills checks in Mathematics
- Making use of rich question and answers
- Marking of pupils' work, particularly highlighting areas of success and giving children development/improvement areas (see our feedback & marking policy)
- Observational assessments
- Scanning work for pupil attainment and development
- Learning Journals in Early Years
- Pupil conferencing (discussions with children about their learning)
- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria
- Peer marking

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve their understanding. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- End of term/ half term assessments
- Short end of topic or unit tests or tasks
- Reviews for pupils with special educational needs and disabilities
- Termly 'best fit' assessment in Reading, Writing, Spelling, Punctuation and Grammar, Maths and Science relating to National Curriculum age related expectations. This is in development currently.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline and end of phase Assessment in Early Years
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

An inclusive approach to assessment

Meldreth is an inclusive school and we work hard to meet the needs of all our children. In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. High quality teaching and assessment is available to all children, including those with additional needs. See our SEND policy for more information.

Monitoring and Evaluation

The Leadership team are responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Children and Learning Committee.