

Kentmere Academy and Nursery

Assessment Policy 2016



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Rationale

At Kentmere Primary School we believe that effective assessment is key, in providing the best teaching and learning experiences possible for the pupils, in order for them to reach their potential and make progress at every opportunity. Assessment is used to inform planning, teaching styles and to give children regular feedback on their learning so they are aware of their successes and where they need to work on improvements. Regular feedback is given to parents in order to allow teachers, teaching assistants, children and parents to work in partnership to raise standards and attainment for all our children.

Aims:

The main purpose of assessment and recording is that every child continues to make progress, building on past achievements. This is outlined in Marking and Feedback Policy. Refer to, for details.

To help children learn:

- By providing them with feedback
- Giving them challenges from this feedback
- By helping them develop the skills and attitudes for learning
- By equipping them with clear success criteria to self and peer assess

To provide information for teachers:

- To decide how to take the children's learning on using information from previous records and their own assessments
- To evaluate the effectiveness of teaching and learning activities and to make adjustments.

To provide information for parents:

- To inform parents of their child's achievements and progress
- To enable them to support their child's learning

To provide information for others:

- To inform other professionals according to their and the children's needs.

Different types of Assessment – definitions:

Summative: To provide an overview at a certain period of time in a child's development (e.g. end of Key Stage, end of a unit of work).

Formative: To provide information for the teacher to plan the child's next steps in learning, inform planning content and method and map out the next steps in a child's learning.

Diagnostic: To provide a detailed picture of a specific area and at a certain time in a child's life.

Assessment for Learning (AfL)

At Kentmere Primary School, the use of Assessment for Learning is central to our teaching and learning. Embedding a variety of practices aimed at using AfL wherever possible across a range of subjects has been a focus over recent years. A range of strategies for AfL are now used successfully across the school such as:

- Child friendly learning objectives
- Success criteria – pupils are now involved in creating these where possible
- Self assessment – e.g. – children use learning objective and success criteria to decide whether they would give their understanding and achievement in a lesson a ‘thumbs up’ or smiley face
- Peer assessment
- Using lollipop sticks which are colour - coded to make questioning more assessment led and inclusive of all pupils.

Assessing Pupil Progress (APP)

Assessing Pupil Progress allows teachers to accurately assess their pupils in Reading, Writing and Mathematics following a set of detailed assessment guidelines. The use of APP is embedded in each teacher’s practice. Teaching assistants play an important role in helping collect information to inform APP records, including group work feedback and observational notes. A colour - coded system for each term (Orange = Autumn; Green = Spring; Pink = Summer) helps identify the term and dates correspond to evidence in books or where the evidence is verbal a ‘v’ is recorded. Each child has APP sheets highlighted in Reading and Writing. In reading, the evidence is also taken from pupils individual reading records and from Guided Reading records. Work for writing is evidenced in English books and other subjects where relevant. Maths evidence from January 2014 is sought from Assertive Mentoring testing and recorded through the use of excel sheets on the ‘o’ drive. Science assessments are through Focus’ “Assessment without levels” using the excel sheets on the ‘o’ drive. This provides diagnostic assessment and informs the teachers’ future planning.

Assessment timetable – see self evaluation cycle

Every child is assessed in Reading, Writing and Maths on a half-termly basis. Data resulting from these assessments is used to inform target setting, teachers’ planning and to identify any children who may be under achieving and ensure that these issues are addressed and appropriate interventions are organised and recorded on the provision map. The data will be entered by the teacher on to SIMS and analysed by group filters. This information will then be presented in a report at the Pupil Progress Meeting. These meetings will inform all parties, including the Inclusion Manager, of any changes to provision. The unit leaders will collate the teachers’ data and discuss and feedback to them about the next steps.

In addition to school systems, end of key stage assessments will take place in Year 2 and Year 6 in accordance with statutory requirements.

Moderation

Moderation is carried out regularly to ensure consistency of assessment and levelling across different year groups and classes. Moderation takes place between teachers after each round of half-termly

assessments (optional QCA tests, 'mock' SATs, Teacher Assessments).

Moderation of teachers' assessments for APP Maths, writing and reading are also held half- termly and led by the Key Stage or subject leaders.

Recording and reporting

Results from assessments are produced on to a cumulative colour coded target marksheet a half -termly basis. The 'mean' marksheets are used to identify which children and which subject is under achieving, as well as those who are achieving above expectations for their age. Progress is also identified individually through the use of tracking attainment grids. We also focus each half term on the percentage of children who have made or exceeded age related expectations.

Information about children's progress, achievement and attainment are reported to parents at parent consultation evenings with comparisons to national expectations made clear through the use of attainment grid records. End of year assessment information is communicated to parents through pupil annual reports.

Target setting

Each Autumn term, numerical targets (APS) for each year group are set in consultation with the Headteacher and class teachers using previous assessment records and information such as Raise on Line and Fisher Family Trust data to ensure targets set are challenging and appropriate to expectations for each cohort. SIMS is set up to calculate targets of 4 points progress for Year 1 and 6 points progress for Year 2, giving a total of 10 points to equate to good progress in KS1. In KS2 3 points each year is considered average progress, giving 12 points over the key stage, but we work on 14 points being better across KS2. Using half -termly assessments and progress tracking, the Key Stage Leaders plus Maths and English subject leaders will analyse performance across each area of their subject. Children are given targets in Reading, Writing and Maths which are highlighted at the front of their English and respective Maths books and then stamped once the target is met. Class groups are formulated from this, each half term. Individual children may be set bespoke targets according to needs and circumstances in conjunction with class teacher, Inclusion Manager and Assessment Co-ordinator. This may be especially critical with children with SEND or Gifted and Talented groups.

New arrivals

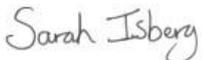
With the regular arrival of new pupils, information needs to be sought from the previous school and early class based assessments made. Baseline assessment tests need to be carried out to find current reading, phonic and spelling ages, depending on age. Use of Assertive Mentoring to assess Maths ability and current

The role of subject leaders

Subject leaders are responsible for ensuring assessment procedures for their subject area are in place and communicated to staff as appropriate. Moderation of assessments are organised and led by subject leaders and, where appropriate, examples of work at a variety of levels kept to inform future assessments.

Monitoring and Review

The Assessment co-ordinator is responsible for monitoring the implementation of this policy. Regular work, feedback and planning scrutinies will be used to monitor use of assessment to inform planning, as well as feedback given to children and whether this is also in line with the school's marking policy. The Assessment co-ordinator will liaise with other subject co-ordinators as appropriate to ensure assessment in each subject is included in each subject policy and that co-ordinators have a clear vision for assessment for their subject which is shared with

Signed: 

Sarah Isberg (headteacher) - Date: September 2017

Signed: 

Simon Day – Char of Governors - Date: September 2017

Review: September 2018

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