

Gosforth Park First School

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GPFS Assessment Policy

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Introduction

Our aims are that:

- Every child knows how they are doing, and understands what they need to do to improve and how to get there. Every child receives the support and challenge they need to be confident learners.
- Every teacher is equipped to make well-founded judgments about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessments to forward plan and modify provision, particularly for pupils who are not making expected progress or who are at risk of not securing their year group curriculum.
- Gosforth Park First School has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessment of pupils and for recording and analysing assessment data.

Purpose and Nature of Assessment

Assessment is to support learning and teaching and there are three linked aspects which contribute to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance.

- **In-school formative assessment:** Learning objectives are made explicit and shared with pupils; peer and self assessment is used and pupils are engaged in their learning and given immediate feedback.
- **In-school summative assessment:** gives a broader view of assessment across the subject; uses the National Curriculum to support assessment in the classroom and involves continual review and improvements to medium term curriculum planning and provision.
- **Nationally standardized summative assessment:** is the formal recognition of pupils' achievement which is reported to parents and carers and often uses external test or tasks.

How do we assess children?

Assessment does not require special assessment activities but involves recognising significant evidence from the opportunities generated by planned teaching and learning.

The day-to-day work produced by pupils following the school's curriculum and teaching plans provides evidence of attainment that is broadly based.

When arriving at a summative judgement, judgements for Years 1-4 are refined into

- WT – working towards
- WT-Em – working towards Emerging
- EM – emerging
- EM+ - emerging plus
- Dev – developing
- Dev+ - developing plus
- Sec – secure
- Sec+ – secure plus
- Deep

This is done in a holistic way by taking into account how independently, how consistently and in what range of contexts pupils demonstrate their attainment. This constitutes an 'intelligent' differentiation within the year group.

- In-school formative, in-school summative and nationally standardised summative assessment is part of effective planning; focuses on how pupils learn; fosters motivation; promotes understanding of goals and criteria and helps learners know how to improve.
- Observation: both focused and informal and by sampling 'key' pupils or practical activities.
- Discussion and questioning: both focused and informal and by sampling.
- Marking and feedback: oral, written, against learning objectives, against agreed success criteria and to set next steps/targets.
- Pupils are involved in marking (both peer and self assessment), help to set their own next steps/targets and are continually supported to review their own progress.

When do we assess children?

Most assessment is during normal classroom activities

- ~ to plan next steps in learning
- ~ match work to abilities
- ~ celebrate progress and success
- ~ identify areas where specific support is needed
- ~ evaluate teaching.

Assessment in EYFS

The Early Years staff carry out an informative baseline, which is gathered over the initial four weeks of the new academic year. The process of this baseline is carried out through observational assessment, child led activities and adult interactions. The information collected is used on entry to Reception to provide a starting point from which progress into KS1 can be measured.

As part of ongoing practice, Early Years practitioners build their knowledge of each child through observations, interactions and every day activities. Using this professional knowledge and by drawing on information from the school's nursery staff, records from previous settings and parents, Early Years practitioners make a series of judgements using a clear set of assessment criteria on the 'Areas of Learning and Development' and the 'Characteristics of Effective Learning' as detailed in the EYFS statutory framework.

Throughout the year, in Nursery and Reception, evidence is collected through observation and discussion and these are recorded in the pupils learning journeys using Tapestry. Photographic evidence is also collected with annotations of pupils' quotations. Along with any written work, these form the basis of ongoing teacher assessments in line with National Expectations.

The Senior leader within EYFS analyses this data termly and presents it to SLT and Governors. Summative data is provided to parents/carers at the end of each year, however parents and staff meet termly to discuss the progress of each child and share evidence in Learning Journals.

KS1 Statutory Teacher Assessment Framework

The DfE Teacher Assessment Framework is used to support teachers in making robust and accurate judgements for pupils at the end of Key Stage 1.

The TA Frameworks set out the standard(s) a child will be assessed against at the end of the Key Stage for Reading, Writing, Mathematics and Science. To show that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of *all* of the statements within the standard (including all elements of the framework for 'working towards the standard').

Pre-key stage standards reflect the attainment of pupils who have not yet completed the relevant programmes of study but have reached a chronological age that requires a statutory outcome to be reported. For statutory assessment of pupils with SEN(D) who are working below the standard of the interim pre key stage standards, P scales will continue to be used.

Reading

Reading is assessed in a variety of ways e.g. through shared, guided and individual reading. Children's progress in reading and progression in reading levels is shared with parents through the Reading Diaries.

Writing

Writing is planned on a unit basis working towards an extended writing outcome. This is used by teachers to assess children's progress, their understanding of the genre and to plan next steps. Teachers use ongoing assessment to make judgements upon the extent to which children demonstrate skills and knowledge and how secure they are in these.

Phonics

During Reception and Year 1, a phonics assessment is completed at the end of each half term which identifies which graphemes children are confident at applying and highlights those that they still need to continue to work on. However, groups are fluid and teachers use ongoing assessment to ensure children are moved earlier when deemed appropriate.

Maths.

In Maths, we assess each area of the mathematics curriculum in "blocks" as we teach (according to White Rose).

Assessment of SEN(D)

Pupils identified on the SEN(D) register are assessed at a level appropriate to their stage of development by the class teacher. As well as these assessments, the progress of children with SEN(D) is monitored in a number of ways so that the intervention can be accurately matched to their needs so that barriers to learning are overcome. These include:

- Reviewing of IEP three times each academic year;
- Discussion at review meetings with specialist agencies;
- Ongoing teacher assessment;
- Record Sheets for specific Intervention Programmes.

National standardised summative assessments

The range of nationally standardised summative assessments include:

- EYFS Profile at the end of Reception
- A Phonics Check in Year 1 (taken in June)
- KS1 SAT tests (taken by Year 2 children in May in reading and maths) – used to provide additional evidence to support teacher assessment judgements in reading, writing and maths. A teacher assessment judgement in relation to children’s attainment in science at the end of KS1 is also made. (See ‘Teacher Assessment Judgements’)

Marking (see separate Marking & Feedback Policy)

We mark to assure children that we value their work and to motivate them to further progress, to assess each child’s progress, to identify problems and to help us to plan for the future. Sharing the criteria for assessment (called “Steps to success” and setting targets for improvement ensure a greater degree of understanding and therefore success.

Making an accurate judgement & Moderation

Judgements are based on the full range of evidence, including the learning behaviours of the children. Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of the criteria, standards and consistency.

This is done with:

- colleagues
- Subject leaders
- members of SLT
- work scrutiny
- other GST schools
- local authority
- KS1 exemplification materials provided by DfE

Tracking

At Gosforth Park First School a summative assessment for Reading, Writing and Maths is recorded termly. Once a summary of a child's attainment has been made, taking into account information from the school's assessment criteria, a judgement is made about the child's attainment.

This judgement is entered into the LA tracker to track children's progress through the curriculum which supports teachers and school leaders to ensure that children stay “on track” to achieve security in the curriculum by the end of the year. The data is analysed and forms the initial basis of termly pupil progress meetings.

Pupil progress meetings

Pupil progress meetings are held termly by the Headteacher Data is used to support teachers in identifying groups/individuals who may require further intervention and those who are making accelerated progress and therefore the implications for subsequent planning. This data analysis informs the SDP and SEF documentation and drives forward staff training.

Use of Assessment Information

- Teacher Assessment in Reading, Writing and Maths is collected at three key points during the year. Pupil attainment and progress is carefully analysed against age related expectations in order to gain an overview of whole school standards and progress.
- All teachers have a clear understanding of assessments and assessment data and of every pupil's needs. They share this information with TAs who help the children.
- Pupil progress meetings are held termly between the Head, Deputy Head and all teachers in order to discuss pupils individually and to guarantee a time when all pupils' needs are considered.
- Planning is modified; it is adapted as necessary to meet the needs of the different year groups, classes, focus groups and vulnerable children.
- Assessment and involvement of pupils in planning helps appropriately pitched content and meaningful contexts.
- On-going assessments inform daily short term planning and build up a picture of progress and learning.
- Day to day assessments give children their next steps in learning and teachers plan time for the children to act on feedback.
- Summative assessments are used in monitoring and evaluation; inform receiving teachers and reports to parents.
- Assessment helps inform the teachers and senior leaders of the impact for any intervention groups or the effectiveness of strategies being used. Children are tracked rigorously.

Roles and Responsibilities:

- **Governors**- monitor whole school progress data with support from HT/DHT
- **Headteacher/Deputy Headteacher** - moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address under performance and set targets
- **Teaching staff**- regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure progress for all. Provide assessment information for pupils and parents as well as school leaders
- **Teaching Assistants**- provide feedback to the teaching staff on progress and attainment of pupils
- **Parents and Carers**- support children at home with homework to positively impact on progress
- **Pupils**- complete all work to the highest standard in order to make good progress in school

Monitoring and Evaluation

- Monitoring of consistent implementation of assessment and marking is carried out by the Senior Leadership Team.
- Cross moderation between subjects and year groups is essential to ensuring that assessment is accurate and in line with National Standards.
- Subject leaders monitor assessment and marking of their own subject as outlined in the Monitoring Calendar.
- The senior leadership team monitors medium and / or short term planning and, as part of this process, evaluates the appropriateness / effectiveness of assessment opportunities and outcomes.



- Assessment and marking policies are reviewed every 2 years as part of our school self -evaluation.
- Assessment must work for us and support learning and teaching at Gosforth Park First School. We will continue to be stringent in ensuring that unnecessary paperwork and bureaucracy are eliminated.

At Gosforth Park First School assessment policy and practice is inclusive of all abilities and is designed to promote the outcomes of all pupils, including those with special education needs.

This policy is a working document and it is the responsibility of SLT to maintain and review the policy. Its effectiveness will be evaluated regularly by the Head teacher and senior leadership team.

Assessment Cycle

Autumn 1	<ul style="list-style-type: none"> On entry data for EYFS in nursery and reception (non-statutory). Y1-4 Learning Ladders tracker (RWM) updated (on-going). White Rose Maths Assessment Year 2-4 Intervention reviewed, including SEND, PP. Pupil progress meeting. Phonics Assessment- Rec & Y1 Reading tracker updated
Autumn 2	<ul style="list-style-type: none"> KS assessment moderation meetings. Y1-4 Learning Ladders assessments (RWM) updated (on-going). White Rose Maths Assessment Year 2-4 Phonics Assessment- Rec & Y1 Reading tracker updated Parents' consultation meetings. AWL Tracker updated
Spring 1	<ul style="list-style-type: none"> Pupil progress meetings. Y1-4 Learning Ladders assessments (RWM) updated (on-going). White Rose Maths Assessment Year 2-4 Intervention reviewed, including SEND, PP. Phonics Assessment- Rec & Y1 Reading tracker updated
Spring 2	<ul style="list-style-type: none"> KS assessment moderation meetings. Y1-4 Learning Ladders assessments (RWM) updated (on-going). White Rose Maths Assessment Year 2-4 Phonics Assessment- Rec & Y1 AWL Tracker updated
Summer 1	<ul style="list-style-type: none"> Assessment moderation meetings. Year 2 SATs. LA SATs moderation meetings for Reception & Year 2 Y1-4 Learning Ladders assessments (RWM) updated (on-going). White Rose Maths Assessment Year 2-4 Phonics Assessment- Rec & Y1
Summer 2	<ul style="list-style-type: none"> White Rose Maths Assessment Reading Comprehension task Y2-Y4 Year 1 phonics test. Pupil progress meeting. Report EYFSP to LA (non-statutory after September 2016). Report Year 1 phonics assessment results to LA. Report Years 2 SATs results to LA. Report all results of statutory assessments to parents/carers. Annual reports sent to parents/carers. End of year parent transition meetings. Y1-4 Learning Ladders assessments (RWM) updated (on-going). Class transition meetings (current teacher meets receiving teacher to share information). AWL Tracker updated