



# Melling Primary School



## ASSESSMENT POLICY

### 1. Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

This statement needs to be read in conjunction with our Marking and Feedback and Teaching and Learning policies.

### 2. Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to enable all children to reach their full potential;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to form part of the evidence for teachers' performance management;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

### 3. Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator

- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses, attainment and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

#### **4.The purpose of assessment of learning is to:**

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Hold individual staff to account for pupil progress
- Inform self-evaluation and guide inspection

#### **5.Implications for teaching:**

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies (including oversight of interventions) to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the National Curriculum

## 6. What does assessment look like in Melling?

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning (formative):** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

**i) Day to day in-school formative assessment:** assessment is an ongoing process and takes place daily, lesson by lesson. It is imperative that pupils are fully involved in this process. **Teachers adapt their teaching in response to pupils' ability to tackle the objectives being taught by collecting assessment information from a range of teaching approaches:**

-rich question and answer sessions during lessons will identify misconceptions or gaps in learning;

-guided group work will enable a teacher to observe individuals response to focus objectives (eg Guided Reading is firmly established throughout - this provides detailed assessment for each child on a weekly basis);

-individual intervention during the course of a lesson allows for one to one conferencing and questioning;

-mini quiz/test activities (eg daily 10 in Maths, 5-a-day spellings, Hammer Grammar, Maths Basic Skills tests, Times Table passports enable teachers to make a note of achievement and identify gaps);

-peer and paired work allows a teacher to listen into conversations about learning;

-self and peer marking; 'fix-it' time encourages children to identify their own and other's mistakes/errors to correct and improve - this provides rich assessment information for teachers;

-mini plenaries provide an opportunity for self-review and sharing of learning;

-observation enables the class teacher to collect information on how pupils respond to open ended learning activities;

-feedback from Teaching Assistants.

**Teachers adapt their teaching and respond to day to day assessment information by:**

-verbal feedback: dealing with misconceptions/errors on the spot (this is seen to be a very effective form of intervention);

-identifying individuals during a lesson who may benefit from intensive 10 minutes of follow up work later that day (either with a teacher or TA);

-written feedback: daily marking feedback identifies where children may be required to engage in 'fix-it' activities the next day (for example a colour coded dot: red = reteaching required; yellow = self correct/edit and improve; green = complete a challenge, this is the system used in Mathematics);

-one to one conferencing to discuss strengths and areas for improvement in a piece of work, may be possible on the day or as soon after a piece of work has been completed.

- **Assessment of learning (summative)** is more associated with judgements based on grades and ranks and with public accountability.

### **i) In-school Summative assessment**

Children are assessed on a daily, weekly, half termly and termly basis against the age related expectations for their year group using a range of assessments, tests, observations and scrutiny of work. A child will be assessed as: emerging (working towards expectation - having achieved some of the objectives for the year group), expected (working at age related expectations - having securely achieved most of the objectives) or exceeded (achieving the vast majority or all of the objectives with a strong ability to use and apply their knowledge). The aim is to achieve the expectation and be able to use this knowledge with a deep understanding.

EYFS (Reception):

-on entry baseline assessment using Developmental Matters - followed by termly updates (Prime and Specific areas of learning; characteristics of Effective Learning)

-testing of Key Words termly

**Year 1:**

-Reading and Phonics assessment using NFER (termly);

-Read Write Inc - Phonics and reading assessments

-Phonics screening - termly

-testing of Key Words termly

-Writing - daily, weekly half termly assessments against National Curriculum criteria

-Maths - termly NFER tests (administered to individuals or small groups); number bonds passports

## **Year 2:**

- Phonics screening for those children who did not pass in Year 1(termly)
- Writing - daily, weekly half termly assessments against National Curriculum criteria
- Reading: weekly guided reading assessment; NFER and PREVIOUS
- Grammar, spelling and punctuation: Hammer Grammar used to assess and teach several times though each half term; weekly spelling tests; NFER and previous SATs tests
- testing of Key Words termly
- Maths - termly NFER or SATs tests (arithmetic and reasoning)(administered to individuals or small groups); number bonds/multiplication table passports;

## **Year 3 - Year 5**

- Writing - daily, weekly half termly assessments against National Curriculum criteria
- Reading: weekly guided reading assessment; termly NFER tests
- Grammar, spelling and punctuation: Age related grammar tests termly; weekly spelling tests; termly age-related spelling expectation dictations; termly NFER tests
- testing of Key Words termly
- Maths - termly NFER tests in arithmetic and reasoning (administered to individuals or small groups ); number bonds/multiplication table passports; Basic Skills half termly tests;

## **Year 6**

- As above but termly tests are previous SATs.

### **Tracking attainment and progress:**

Summative assessment is analysed on a termly basis to track the attainment and progress of individuals, groups and cohorts of children.

Attainment is measured in a judgement against age related expectations: i)through a termly test - with a score referencing if a child is on track for achieving age related expectations; ii)termly teacher assessment based on analysis of work in books and class performance against the age related objectives taught in that term.

Progress is measured by: i)comparing the end of term judgement to previous end of term/year judgements in test scores and assessment bands (eg: if a child is judged to be at expectation at the end of the Autumn term and was at expectation at the end of the previous Summer term - this pupil has made expected progress; if a child is judged to be

at expectation at the end of the Autumn term and was emerging at the end of the previous Summer term - this pupil has made more than expected progress); ii) progress is also measured using pupils' books and class performance against age related objectives as the term progresses; iii) progress can be seen in half termly/termly annotations to target sheets showing age related criteria in English and Maths books; iv) progress can be seen in the comparison of assessments from one term to the next eg in average scores/percentages for arithmetic.

At the end of each term Senior Leaders meet with teaching staff to carry out Pupil Progress Reviews: individual children's progress and attainment is discussed and actions for further progress agreed. This also provides an opportunity for the school's SENCO/Inclusion Manager to plan for interventions in the following term.

One to one conferencing with individual children and/or groups take place to ensure that children are aware of their targets for the next steps in their learning.

## **ii) Nationally standardised summative assessment:**

### **Reception**

-The teacher will use a combination of the EYFS profile and the new baseline assessment to measure a child's progress

-The baseline assessment will result in a score that forms part of a child's baseline profile. By having a good understanding of a child's abilities when they start school, the teacher will be able to measure their progress

-The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

### **EYFS Profile:**

-The EYFS profile assessment is carried out in the final term of Reception

-The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

-EYFS profile data is used to:

- inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of your child

### **Phonics Screening Check, Year 1**

-The Phonics Screening Check demonstrates how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.

-The checks consist of 40 words and non-words that your child will be asked to read one on one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything.

-The 40 words and non-words are divided into two sections - one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.

-Each child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard

## **Year 2 Phonics Screening**

-Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

## **KS1 English, Year 2**

### **Reading**

-The reading test is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child. The total testing time is approximately 60 minutes.

### **Grammar, Punctuation and Spelling (Children will sit two papers)**

-Paper 1: Spelling 20 words, 20 marks, approx. 20 minutes.

-Paper 2 Grammar and punctuation, short written task, 20 minutes, 20 marks. Children will be provided with a prompt and stimulus. Question types will include: Selected response, short answer; Constructed response, answer of their own; Handwriting will also be assessed.

## **KS1 Maths, Year 2**

Children will take two maths papers:

-Paper 1, arithmetic, 25 marks, 20 minutes, context free calculations.

-Paper 2, fluency, solving problems and reasoning, 35 marks, 35 minutes. A range of contexts, 5 questions at the start will be aural, and in the approximate order of difficulty.

The paper will include the following types of questions: Selected response; multiple choice; matching; true-false

## **KS2 English, Year 6**

### Reading

-The reading test will be a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words, there will be an emphasis on comprehension. One hour, including reading time, to complete the test, 50 marks available.

### Grammar, punctuation and spelling test

-The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. (60 marks in total)

### Writing

-No formal test, ongoing teacher assessment

## **KS2 Maths, Year 6**

-There will be three papers in Maths:

-Paper 1: arithmetic, (number, calculations and fractions, decimals and percentages) 30 minutes (40 marks) Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.

-Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper (70 marks in total). Papers 2 and 3 will assess children's ability to apply mathematics to problems and to reason, they will involve a number of question types, contextualised and context free, including: Multiple choice; True or false; Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart; Less constrained questions, where children will have to explain their approach for solving a problem.

### **7.Standardisation/Moderation:**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

-With colleagues in school

-With colleagues from other schools within MADCOS and beyond

- By attending LA sessions to ensure our judgements are in line with other schools
- School portfolios of moderated work are being developed in association with our link school.
- The Local Authority carry out moderation of assessment in EYFS, Y2 and Y6 on a regular basis.

### **8. Assessment of subjects other than English and Mathematics**

Science: pupil's individual sheet of expectations highlighted as a unit of work is completed with an end of unit assessment.

History, RE and Geography: pupil's individual sheet of expectations highlighted as a unit of work is completed.

MfL: teacher assessment throughout the year.

Art, DT, Music: pupil's individual sheet of expectations highlighted as a unit of work is completed with a folder of exemplar work (port folio) kept on computer.

Computing: Computing passport of skills highlighted with a folder of exemplar work built up in folders saved on computer.

### **9. Reporting to parents:**

Reports promote and provide:

- Good home /school relationships
- Information for parents each half term
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children and ways in which parents can support learning.

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum - colour-coded to indicate if a child is emerging, expected or exceeding in terms of age related expectations. The teacher makes a comment on the attainment and progress of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set.

For children at the end of Key Stages 1 & 2, additional information including details of statutory testing will also be provided.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. At these meetings a brief 'feedback on learning' sheet will be provided to show a child's attitude and effort in learning, provide targets that could be worked on at home and information on conduct, attendance and behaviour. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times. The teacher or head teacher may then invite some parents for interview when required.

(See examples at end of policy)

### **9.Target Setting and reviewing progress:**

Pupils have targets in English and Mathematics to help them understand their next steps. Target sheets are referenced at the front of their English and Mathematics books. The pupils should have full ownership of these targets.



# MELLING PRIMARY SCHOOL



## My Learning and attitude feedback report

Name:	Year:	Date:	Teacher:

### Effort and attitude



	Reading	Writing	Grammar	Maths	Spelling
Nov					
March					

#### Targets for improvement – home support:

➤	
➤	
➤	

	Attitude to learning	Playtimes	Behaviour	Attendance	Punctuality	Homework	Home reading
Nov							
March							

#### Targets for improvement:

➤	
➤	
➤	

Signed class teacher:

Signed pupil:

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**THIS SHOULD BE TAKEN HOME AND DISCUSSED  
WITH YOUR CHILD (THEY CAN SIGN IT TOO!)**