

Parkside Primary School

And

Little Explorers at Parkside



Assessment Policy

Introduction

This policy refers to Parkside Primary School which includes the Nursery provision of Little Explorers at Parkside.

The purpose of this policy is to develop robust assessment procedures and practices linked with the expectations of the National Curriculum.

This policy intends to

Make clear our vision of the role of assessment as part of teaching and learning at Parkside Primary School.

Provide clear guidelines for the implementation of the policy

Make transparent the procedures in place for monitoring and evaluating assessment practices

Define clear responsibilities in relation to assessment

Provide clear definitions and purposes for different types of assessment

Principles and Aims of Assessment at Parkside Primary School

All assessment should:

Enable individuals to make progress in their learning

Relate to shared learning outcomes from the new curriculum

Be underpinned in the confidence that every child can make progress

Help all pupils to demonstrate their knowledge, skills and understanding

Include reliable judgements about how learners are performing related to national standards

Involve both teacher and pupils reviewing and reflecting upon assessment information Provide feedback which leads to pupils recognising the next steps in their learning and how to work towards achieving these Enable teachers to plan more effectively

Provide us with information to evaluate our work and set appropriate targets at whole school, class and individual pupil levels

Enable parents to be involved in their child's progress and support their child in the development of knowledge, skills and understanding

Assessment is linked with the children's demonstration of mastery of the new curriculum.

Assessment is linked with understanding the expectations of each year group and those children working at greater depth

The school will carry out three forms of assessment at Parkside Primary School.

These three forms of assessment are: In school formative assessment

In school summative assessment

Nationally standardised summative assessment

In school formative assessment

In school formative assessment is the day to day, ongoing assessment as part of the repertoire of teaching and learning strategies based on how pupils fulfil learning outcomes. It is about providing clear feedback and involves both pupils and parents in improving their learning.

Parkside recognises the importance of formative assessment as it ensures effective feedback, active involvement of pupils, adjusts teaching, impacts upon motivation and self-esteem of pupils and pupils are able to assess themselves and understand how to improve.

At Parkside Primary School many different strategies of formative assessment are used.

Strategy	Purpose
The teaching and learning cycle of planning, teach, assessment and feedback is embedded.	All parts of the teaching and learning cycle are interlinked which emphasises the importance of each component.
Shared learning outcomes with pupils	Ensures pupils are focussed on their tasks, aware of what knowledge, skills and understanding are being developed
Pupils self-evaluation and peer evaluation	Pupils perspective and awareness of how they have achieved in their development of knowledge, skills and understanding
Feedback	Instant feedback is given in the lesson through live marking. All staff reflect on groups and individual pupils and so planning is adapted accordingly to what children need in their knowledge, skills and understanding.
Use of rich questions linked to question types	Evaluate pupil's responses and so children's understanding is seen and gaps and misconceptions are identified.

In school summative assessment

In school summative assessment is a snap shot testing which establishes what a child can do at a given time.

The key to summative assessment is to ensure that the data collected impacts upon future children's learning, that it is manageable and supports future teaching and learning practices. It is important that summative assessments are not seen as one offs and separate to the future developing of children's knowledge, skills and understanding.

Strategy	Purpose
Writing Assessments	At regular intervals, teachers will assess children's writing to ensure that knowledge, skills and understanding is demonstrated and that teacher judgements are monitored. These judgements are placed on the school's assessment tracking system with a judgement of emerging, secure and greater depth against where they expect the child to be at the end of year expectations.
Reading Assessments	Teachers will assess against the reading standards to see the children's knowledge, skills and understanding. These judgements are placed on the School's assessment tracking system with a judgement of emerging, secure and greater depth against where they expect the child to be at the end of year expectations.
Mid-Year Assessments	Assessments will occur in all years three times a year, to provide all children with a scaled score, from 70 to 140 with 100 being classed as expected. This allows a clear understanding of the individual child's gaps, classes gaps and school gaps in their learning. This allows greater analysis of vulnerable groups in the school.
End of Year Assessments	Assessments in June/ July provide all children with the end point of the year. It provides a clear barometer of progress and the knowledge, skills and understanding gaps that need targeting in the following year.

Nationally standardised summative assessment

Parkside Primary School recognises the importance of nationally standardised summative assessments. This ensures that the school recognises the statutory assessment requirements of our school.

Strategy	Purpose
Early Years baseline assessment	The school undertakes the baseline to ensure that it is aware of all of the starting points for all children. The school uses developmental matters.

Phonics	In Year 1, the children are assessed in their knowledge of phonics for the phonics check. The phonics check is in June.
End of Key Stage Assessments in Year 2 and Year 6	The school provides teacher assessment based on the teacher assessment frameworks at the end of Key Stage 1.

Progress

Strategy	Purpose										
Early Years	The school tracks every child linked with development matters										
Phonics	The school tracks progress through the phases of what the children are working at. In Year 1, the school tracks the child's own individual score upon the phonics check looking at progress with evidence matched within the books.										
Progress in Key Stage 1	The school tracks progress of the children in										
	Key Stage 1 from the end of Early Years data to end of Year 2 in reading, writing, Numeracy and Science. This is through looking at the progress at the end of each year so ensuring that at least all children make expected progress such as <table style="margin-left: 40px;"> <tr> <td>Rec</td> <td>Yr 1</td> <td>Yr 2</td> </tr> <tr> <td>Expected</td> <td>Expected</td> <td>Expected</td> </tr> </table> Children that move to greater depth from this example would make more progress.	Rec	Yr 1	Yr 2	Expected	Expected	Expected				
Rec	Yr 1	Yr 2									
Expected	Expected	Expected									
Progress in Key Stage 2	The school tracks progress in Key Stage 2 from the end of Year 2 to end of Year 6 in reading, writing, GPS, Numeracy and Science. This is through looking at the progress at the end of each year so ensuring that at least all children make expected progress <table style="margin-left: 40px;"> <tr> <td>Y 2</td> <td>Yr 3</td> <td>Yr 4</td> <td>Yr 5</td> <td>Yr 6</td> </tr> <tr> <td>Expected</td> <td></td> <td></td> <td></td> <td>Expected</td> </tr> </table> If a child were to reach greater depth from this example they would make more progress.	Y 2	Yr 3	Yr 4	Yr 5	Yr 6	Expected				Expected
Y 2	Yr 3	Yr 4	Yr 5	Yr 6							
Expected				Expected							
Progress through standardised score	The school reviews the standardised scores of each child at the end of each year group to see that their scores are increasing so that even expected progress can demonstrate a greater understanding of year end outcomes.										

Assessment for all

At Parkside Primary School, there is a belief that assessment should be for all children including those with Special Educational Needs. The key is to ensure that pupils are assessed appropriately and effectively in line with the principles of inclusive assessments. Parkside has a clear belief that all children can make progress regardless of their starting points through highly effective teaching and assessments.

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for carrying out formative and summative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The summative assessments are reported to the head teacher who is responsible for standards and copies provided to the Senior Leadership team with responsibilities linked to the core standards.

The head teacher is responsible for

Monitoring standards in core and foundation subjects

Analysing pupil progress and attainment including pupils and specific pupil groups Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment

Prioritising key actions to address underachievement of individuals and groups

Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Holding teachers to account for progress of individual pupils and groups from mid year assessments and end of year assessments

Each class teacher uses pupil tracking to analyse the performance of individual and vulnerable groups, then set pupil progress targets.

The Senior Leaders are responsible for

Ensuring that all staff are familiar with the assessment policy, practice and guidance for their particular subject

Ensure teacher judgements are moderated through external advisors and alongside the MAT schools.

Ensure data is moderated by the local authority in the Early Years and the school uses

Entrust to moderate in Year 2 and Year 6 This ensures it is compliant with statutory assessment procedures and requirements.

Sharing Assessment information

Assessment information will be shared with pupils to support their learning. Some of the information will be shared with parents to support their child's learning. Some statutory information will be shared with the Government and some will be used for evaluating teacher and school performance.