

# Assessment at Asterdale



## Intent –

- At Asterdale Primary School we believe that assessment should be an integral and essential part of the process of Teaching and Learning and that effective assessment provides information that leads to improvements in learning and teaching.
- It should encourage pupils to enquire, study and to learn as they strive for even higher standards.
- Assessment is viewed as a continual part of the learning process by teachers so that full potential can be reached for all of our learners.
- Assessment is a tool for teachers to help them plan further learning experiences and a resource for pupils to help them become more responsible and independent for their own learning.
- Assessments are used to inform parents about their child's learning, progress and next steps.
- Assessments are agreed by all teachers and used across school in a consistent way throughout the school year.
- Assessment is reported to parents regularly so that learning at home and school is intertwined so that parents can fully involved in their children's learning and development and any identified issues are addressed
- Assessment is used as an essential means of producing data trends in performance for the school to enable us to set targets for future development and improvement.
- Systems and processes for assessment are embedded in our practice as teachers so that learning is constantly being reviewed, refined and improved.
- We believe that assessment should be fair, consistent, intelligible, involving the learners themselves whenever possible.
- It should be used to improve the quality of education and to raise standards of attainment by ensuring consistency, reliability and accountability. The various aspects of assessment should contribute to shared understanding among teachers and others.

## Implementation –

- Teachers assess pupil's knowledge and understanding continually in different subjects following an agreed language for assessment across school
- Both formative and summative assessment processes are used to focus teacher feedback so that learning moves forward for all learners
- Agreed progress points across school are used to monitor and critically analyse performance for all year groups
- Standardised testing is used to ensure that assessments undertaken are rigorous and robust in validating teacher judgements and securing accurate pupil performance
- Moderation both internally and in partnership with other schools is used to ensure that Asterdale teacher judgment is secure and accurate
- Professional dialogue with appropriate challenge is given during progress meetings from the Assessment coordinator, subject leaders and Headteacher to ensure that teachers are confident and skilled in interpreting and presenting data findings as well identifying appropriate next steps and targets for raising attainment and accelerating progress
- Assessment cycles are reviewed for their effectiveness annually and refined so that assessment remains meaningful, informative and supportive for the whole school.
- Feedback is given at the point of learning and valued as an essential tool to drive pupil improvements so that they understand what it is they need to improve.
- Regular feedback allows us to base our lessons on detailed knowledge of each pupil and use this to inform next steps.
- Parents are notified about pupil performance through termly report cards which outline pupil attainment and progress. These regular reports on progress ensure that teachers, children and parents are all working in partnership to raise standards across school
- Where barriers are identified in learning, appropriate intervention strategies are planned and implemented in a structured approach – these are monitored for effectiveness by the SENDCO and Assessment Coordinator for impact.

## Impact –

- Assessment informs teaching and learning so that improvements take place
- Assessment is used to monitor performance and ensure that pupils achieve their full potential and make accelerated progress where appropriate from individual starting points
- The outcomes of assessment should be used to identify the procedures and processes that contribute positively to the progress and the achievement of our diverse pupil population.
- All pupils whether they are boys or girls, from different economic, linguistic and ethnic backgrounds and pupils with special educational needs have a right to assessment which is valid, reliable and made without bias or prejudice.
- Assessment is not used as a data-driven exercise or end-point, but as a process that is continual in shaping teaching and learning for all learners.

## Planning for assessment

- Teachers are aware of expected standards prior to planning and use this to pitch appropriately high-standard lessons that follow a 'mastery for all' approach
- A mastery for all approach ensures that all learners receive a broad, balanced and challenging curriculum offer
- Vocabulary acquisition is central to our teaching approach so that pupils extend their knowledge and apply this in different contexts
- We use year group Curriculum maps and the National Curriculum to guide our planning.
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child.
- Our lessons make clear the expected outcomes for each session.
- Pupils who require additional resources or a bespoke approach to meet objectives are carefully planned for so that learning is accessible and lesson objectives are achievable for all.
- Misconceptions are pre-considered so that these are overcome and addressed at the point of learning.

## Recording

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.
- Teachers record the progress of each child against the National Curriculum Learning Objectives for each area of the main areas of the curriculum; this enables them to make a judgement about the work of each child in relation to the National Curriculum levels of attainment. This allows us to monitor and track the progress of every child.
- In wider curriculum subjects, pupil achievement is captured in a range of ways including pre/post assessments, pupil voice, projects, photographs and presentations.
- Teachers follow an agreed system for inputting data with agreed rates of progress which ensures consistency and rigour to our recording of pupil achievement
- Each child's individual progress is discussed in Progress Meetings – attended by: - the class teacher, Assessment coordinator and the Headteacher.
- In addition, each Teacher passes this information on to the next teacher at the end of the year in a class handover meeting to ensure a smooth transition with accurate assessment information shared.

## Reporting to parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We operate an "open door" policy and encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- Each term we offer parents the opportunity to meet with their child's teacher.
- Termly report cards outline pupil attainment and progress – these are shared at parent consultation meetings. It is an expectation that every parent has a meeting with their child's class teacher termly so that latest achievements and support advice for at home are shared.
- During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year.
- Statutory testing outcomes are acknowledged as part of end of year reports including –
  - ✓ KS2 Year 6 SATs outcomes
  - ✓ KS1 Year 2 SATS outcomes
  - ✓ Year 1 Phonics Screening outcomes
  - ✓ Year 4 Multiplication Check outcomes
  - ✓ Reception – Early Learning Goals outcomes
- At the beginning of academic year, our teachers prepare curriculum information booklets for parents to inform of topics / themes and coverage in each year group and suitable strategies to help at home
- Additional supporting materials are provided to parents to ensure that pupils working below expected standards accelerate progress

## Marking and feedback -

- We recognise that marking must be meaningful in impacting on future learning and making lasting changes in long-term memory
- We recognise that marking must be manageable and purposeful so that teacher workload is not impact negatively
- We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work
- Feedback, where possible, is given at the point of learning so that pupils revisit and correct their errors and make positive editions to their work.
- We have an agreed code for marking as this ensures consistency.
- We give children verbal feedback on their work whenever possible which is quantified and specific with next steps and small-steps to success
- As pupils move through school, we encourage them to reflect and make comments about their own work and the work of fellow pupils
- Pupils are encouraged to self-edit and correct against different criteria in their work (eg – writing) so that they have ownership and awareness of expected standards.

## Statutory Testing and Assessment -

Statutory formal assessment procedures and examinations are followed to measure attainment against national standards. Our children's achievements are compared nationally with all those children of the same age and against schools in the local authority and in England. These formal assessments include:

- **End of Early Years Foundation Stage assessment - (Early Learning Goals)**  
We monitor how well children are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development and those who we need to receive additional help upon entering KS1
- **DfE National Reception baseline** - We complete this baseline assessment during the beginning of the Autumn term, which offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of their everyday practice practitioners build their knowledge of each child through their observations, interactions and everyday activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.
- **Year 1 – National Phonics Screening Test** – Conducted at the end of Year 1, which assesses children's phonic skills as part of early reading

- **Year 4 – National Multiplication Check** – Conducted at the end of Year 4, which assesses pupils secure knowledge of multiplication facts (up to 12 x 12) at the end of LKS2

- **End of Year 2 (KS1) -**

Teacher judgment is used and informed by SATs tests in:

- Reading
- Spelling, Grammar & Punctuation
- Mathematics (Reasoning and Arithmetic)

SATs tests will be externally set and internally marked

Results on a scaled score are analysed to support pupil attainment for end of KS1

- **End of Year 6 (KS2) -**

Externally set and marked tests in -

- Reading
- Spelling, Grammar & Punctuation
- Mathematics (Reasoning and Arithmetic)

Results on a scaled score analysed to decide pupil attainment for end of KS2

Writing attainment is based on Year 6 Writing Standards and teacher judgement