



Madley Brook CP School

Assessment Policy

At Madley Brook Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. Formative assessment and assessment for learning (AfL) is embedded throughout the school.

'AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.'
Assessment Reform Group

The purpose of assessment is:

- To enable children to progress
- To support children in recognising how to progress
- To inform future planning
- To summarise attainment

In addition, assessment may support teachers and SLT in monitoring the effectiveness of teaching and learning.

Assessment at Madley Brook involves:

- Objective setting – sharing achievable but challenging objectives and success criteria;
- Tracking – teacher and children evaluating progress in relation to these objectives and success criteria over the course of a lesson, unit of work, term, year or key stage.
- Interventions – teacher (with involvement of SLT, SENCO, Assistant SENCO, TAs and parents where relevant) planning appropriate learning to support children in meeting these objectives based on information gained from tracking.
- Checking – teacher, child and other adults reviewing whether objectives have been met and progress has been made.

At Madley Brook we use some tests and external assessments (for example PIRA and PUMA tests, past SATs papers, Early Years Foundation Stage Profile, SEN reports, Read Write Inc Assessments) as well as teacher assessment.

Teacher assessment may include the use of:

- Children's work done in class
- Home learning and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions
- Specific assessment tasks, such as spelling tests, times tables tests and phonics assessments
- Low stakes testing throughout the year to ensure long term memory and recall.

Pupil Progress Meetings

Class teachers meet with the headteacher and relevant members of the SLT once a term (twice in the autumn). The progress of individuals and specific groups of children is discussed in relation to assessment information that teachers have prepared. As a result of these meetings targets may be revised and intervention groups planned.

Expectations

Children are assessed against the curriculum objectives set for each year group. We expect the majority of children to have reached the Expected Standard whilst a few children will achieve these objectives in Greater Depth.

Attainment and progress are tracked through a software programme called Target Tracker. We measure progress in steps with 6 steps being the expected progress in each year group relevant to children's starting points. On our school tracking system this means that by the end of the Autumn Term average attainment will be categorised as Beginning, by the end of the Spring Term Working Towards and by the end of the Summer Term Secure. We recognise that some children, who are more able, will achieve beyond this and achieve a Greater Depth by the end of the year. This will be within the year group's curriculum objectives but showing greater depth in understanding and application of skills. Children with prior low attainment will be given additional opportunities through intervention and quality first teaching to diminish the attainment gap to aid their catch up.

In Foundation Stage, children are assessed against the Early Years Foundation Stage Profile which is set out in age bands. The average expected entry standard on Target Tracker is 30-50S and in order to reach the Early Learning Goal(ELG) expected progress is 6 steps with the expected outcome 40-60S.

Reporting to Parents

We recognise that, if children are to succeed in their education, parents will play a full part in their child's education. In order to do this they need to be kept informed of their progress. At Parent / Teacher Consultations we inform parents of their child's overall ability and rate of progress. We discuss ways forward for their child, and how the parent can support this at home. A mid-year Interim Report is shared with parents prior to parent / teacher consultation in February. A written end of year report is prepared by class teachers and given to parents in the Summer Term. This report clearly identifies children's targets for reading, writing and maths. In EYFS Key Worker staff meet with the parents of each child three times a year to discuss their progress.

The Role of the School Assessment Co-ordinator

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- Contribute to the SIP through work with the SLT
- Leading school development in assessment, recording and reporting (ARR) procedures
- Liaison with subject co-ordinators within the school
- Attend and lead INSET where appropriate
- Keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually by the assessment coordinator and governors in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

Reviewed March 2020