



# Melcombe Primary School Assessment Policy

Reviewed by: Natasha Moffatt

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Signed Dennis Charman

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Dennis Charman  
Chair of the Governing Board

Date for Review: 13/11/20

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

## Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated into teaching strategies in order to promote high attainment, excellent progress and challenge the children.

## Aims and Principles of Assessment

To ensure that assessment:

- focuses on skills-based formative assessment, not summative testing
- encourages reflective teaching and immediate intervention
- gives teachers an accurate picture of individual pupil skills, knowledge and understanding
- gives parents an understanding of where their child is at and how they can help in their learning
- gives the SLT a detailed picture of pupil progress
- gives pupils a secure understanding of their skills and progress and how they can improve

- includes an emphasis on professional judgement and teacher trust
- keeps pupils' learning as the driver for progress
- develops teaching and assessment of a mastery curriculum
- works for out school, pupils, and parents - a whole school approach

## Types of Assessment

### **Formative Assessment**

This is the ongoing, day-to-day assessment which is carried out by teachers and is at the heart of most lessons. Formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Formative Assessment, we will:

- support children in measuring their knowledge and understanding against objectives and wider outcomes, identifying where they need to target their efforts to improve
- ensure that problems are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations
- identify children who need intervention, through the use of the year group's 'Pupil Champion'. These are experienced, non class based teachers, who work with children who need extra help to secure some concepts.

A range of Formative Assessments will be used, including:

- the use of rich and diverse higher order questioning
- marking of pupils' work
- Pupil self assessment
- Observational assessments
- Chatterboxing what I already know
- Discussions with children
- Peer marking
- Adult – child feedback

### **Summative Assessment**

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on the pupil progress spreadsheets. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every half term or term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

A range of summative assessments will be used, including:

- Answering of key questions at the end of topics
- Maths test at the end of each half term (Years 2 & 6), termly (Years 1, 3, 4, 5)
- A written reading comprehension and SPaG test at the end of each half term
- Half termly writing judgements based on body of writing work
- End of year tests

### **National standardised summative assessments**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

A range of 'Nationally standardised summative assessments' will be used:

- EYFS 'baseline' Assessment – see section at end of policy for more details
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

### **Roles and Responsibilities**

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Assessment leader: Oversee assessment in all year groups, analyse data and train staff on assessment.
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

### **Training for staff**

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research, ensuring that the school's assessment policies and are in line with the aims and principles outlined.

### **Assessment Criteria**

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way

of recording and measuring pupil attainment and progress. Children's attainment will be divided into the following categories for each subject:

**Working below the national expectation, Working towards the national expectation, Working at the national expectation, Working at greater depth**

### **Progress Meetings**

Progress meetings are held each half term. During these meetings the attainment and progress of children is looked at and analysed. This informs any future interventions or support groups. It ensures that we do not let children 'coast' or slip through the net, if insufficient progress is being made.

### **Communication with Parents**

Children's attainment and progress will be discussed at Parent Meetings, which take place 3 times a year. During these sessions, the teacher will tell the parents/carers how their child is getting on in reading, writing, maths in terms of attainment, progress and effort. It will also let them know what they can do at home to support their child's individual needs. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

### **Monitoring and Evaluation**

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

### **Marking/Feedback**

Please refer to the Marking and Feedback Policy

## **Early Years Assessment**

At Melcombe we believe that all children have the right to be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

On entry to Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Parent/carer input, observations and information from previous EY settings all contribute to this assessment.

## **Expected Standards for Early Years are:**

### **Nursery**

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

### **Reception**

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

## **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, photographs, pieces of work and parent/carer contribution. Children's progress is tracked according to the above expected levels of development.

Assessment of all children in the EY is continuous and ongoing with tracking of levels moderated by senior leaders at the end of each term.

## **Summative data**

Reception children assessed against ELG Summer 2.

Nursery children assessed against ARE Summer 2.

## **Parents/carers**

It is an expectation that Parents/carers will contribute to their child's learning journey via homework/home book, wow moments and the website. Sharing of photographs and experiences out of school are also encouraged. Parents/carers are able to view their child's Learning Journey at any time. We have 2 formal Parents Evenings/open days in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.