



Assessment Policy

Adopted by Staff and Governors

Reviewed: February 2018

Next Review date: February 2019

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Rationale

Assessment is a cyclical process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote consistently good progress for individuals, groups and cohorts. At Troon School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. The WALHT (We are learning how to...) and the Success Criteria are shared with pupils and they play an important role through the self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- reference to Owl targets in English and next steps in Maths
- Accelerated Reader (KS2)
- making use of rich question and answers
- Marking of pupils' work (See Marking Policy)
- Observational assessments
- Fast Maths and Fast Arithmetic
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. self-marking against agreed success-criteria
- Peer marking
- Reflection Time (known as Blue Pen Time)
- Pupil conferencing

Summative

Children in KS1 and KS2 are assessed periodically - progress and attainment data is recorded on Classroom Monitor by teachers every half term. Progress tests and distance learning activities are used to support teachers with making accurate teacher assessment judgements.

These assessments are carried out towards the end of every half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Assessments including RWI Reception and KS1, termly Star reading tests in KS2, Abacus active learn maths half termly progress tests, Rising Stars SPaG half termly tests and the Big Write moderation grids across KS1 and 2 contribute to overall judgements.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups include:

- Gender
- Pupil Premium
- SEND
- More able
- Lower Attainers
- Vulnerable learners

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
- *Senior leaders:* Use data analysis to effectively monitor the performance of individuals, groups and cohorts.
- *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

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.

On Classroom Monitor teachers will track progress by highlighting an objective once if it has been taught, twice if the objective is almost achieved but not yet secure, three times when the objective is achieved and four times if a child has exceeded the objective and there is evidence of mastery.

Children will now be assessed in year group 'bands,' (Band 1-Band 6) which will be divided as follows:

Beginning, Beginning +, Developing, Developing +, Secure, Exceeding

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place regularly during the school year. 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.

Marking/Feedback

Please refer to the Marking Policy

Home Learning

Please refer to the Home Learning Policy

Early Years Assessment

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should 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.

In the Nursery, baseline information is gathered from the home visit and observations made within the first 2-3 weeks. In Reception children are assessed using Early Excellence Baseline Assessment which is then reported.

In both Nursery and Reception teachers use their professional judgement to assess the age band children are working 'within' across the EYFS 7 areas of learning (divided into 17 separate strands).

Expected Standards for Early Years are;

Nursery

On entry: 22-36+ or 30-50- age bands

At the end of Nursery : Most children will be secure in the 30-50 age band , some may be entering the 40-60 age band. 22-36 months = Below ARE and any other lower age band below = Significantly below ARE

Reception

On entry: 30-50+ or 40-60-

On exit: Children should be achieving their Early Learning Goals and working within 40-60 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 learning.

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, staff notes or by use of Ipads, using the Tapestry program.

Assessment Cycle

Nursery	Reception
Baseline informed by home visit and first 2-3 weeks observations/evidence	Information from Nursery settings is used alongside the Foundation Stage Profile to determine starting points for individual children.
Children's progress is monitored half-termly in both classes - October, December, February, April and June. Data is used to inform planning for the following half term.	
On a daily/weekly basis informal assessments/ observations allow us to set the appropriate "enabling environments" following children's interests, needs and abilities. Changes made in response to observations and assessment are noted on the weekly plans.	
Reporting	Reporting
3 open mornings - 1 per term in November, March and May Small groups of parents come in to access online Learning Journeys, discuss progress and next steps with the class teacher.	2 open afternoons 2 parent evenings - Autumn and Spring Small groups of parents come in to access online Learning Journeys, discuss progress and next steps with the class teacher.

Parents

Parents are included in their child's Learning Journey via open mornings/afternoons, information sent home such as the learning overview, notice boards and the Website. Parents are also able to view their child's Learning Journey at any time. School reports are given out at the end of the year and parents have the opportunity to discuss them with the class teachers.