

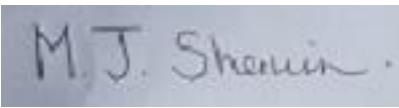


Assessment Policy

Signed 

Principal

Date: 27th January 2022

Signed 

Chair of Committee

Date: 27th January 2022

This document should be read alongside our Marking and Feedback Policy.

Aims

Daresbury Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach the end of a lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles

The principles that underpin assessment at Daresbury Primary School are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. When appropriate a 'Success Criteria' is shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Daresbury Primary School:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of differentiated questioning and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts (prove it)
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Marking symbols and feedback (see Marking and Feedback Policy). Teachers group the children after marking –when appropriate into three groups: correct, consolidation and challenge.

All of the above informs the year group assessment for: Reading, Writing and Maths, Science and foundation subjects. The staff record progress against the year group expectations as when they see fit but this should be updated half termly. Please see non-negotiables document for more details across the range.

'Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end', (Commission on Assessment Without Levels).

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and GPS

At the end of every term, we hold an Assessment Week using summative test papers (published by Rising Stars) these tests give a good indication of whether pupils are working towards, achieved or exceeding year group expectations for that time of the year. Assessment Week is followed by a Pupil Progress Meeting whereby the class teacher and the Principal meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. The tracking assessment information is available for subject coordinators who carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group

identified as not making adequate progress. Years 1 -6 all complete an assessed independent write, example pieces are used to internally moderate.

Procedures – Early Years Foundation Stage (EYFS)

Throughout our Early Years setting, practitioners use the Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental journal. Teachers collect this evidence using the online SEESAW Learning Journal on their iPads.

This Policy was agreed by staff