



Assessment at Goostrey School

Our intention is to develop an assessment process which makes clear links between what has been learned and any 'scores' or measures that are subsequently created.

As a school we make our own decisions about how we will assess pupils' work. This includes how we will measure attainment and track progress as part of internal monitoring and accountability systems. We work collaboratively as a team using statutory support materials and effective assessment tools.

During the Reception year assessment is carried out on an on-going basis using the Early Years Foundation Stage Profile (**EYFSP**). Observations of child-initiated (self-chosen) activities are used to inform current attainment and next steps. Children's progress is tracked through Development Matters; age related phases towards the Early Learning Goals (**ELG's**) in 17 areas of the curriculum. Each child has a Learning Journey book where photographs and notes are collected and we encourage parents to contribute to these. The profile is completed at the end of the Reception Year where children's attainment of the ELG's will be assessed using the descriptors- **Emerging, Expected, Exceeding** which will be reported to parents at the end of the year. Included in this report will be a description of each child's **Characteristics of Effective Learning** based on: Playing and Exploring, Active Learning and Creating and Thinking Critically

The children in years 1 to 6 are tracked in reading, writing, maths and GAPS (grammar, punctuation and spellings) In each of these areas a pupil will either be **working towards** or **achieved expected standard** or **exceeded the expected standard (greater depth)**.

We have developed a clear framework that allows teachers to plan for and judge progress and attainment and to share this explicitly with the pupils and their parents. This enables us to understand and achieve the raised expectations made clear in the curriculum whilst ensuring that pupils develop and retain a real enthusiasm for learning and acquiring knowledge.

We hope that our assessment systems are manageable and focus on the individual learning needs. This should then ensure that our emphasis on progression actually improves outcomes for all our learners.

There is an assessment timetable for the year that is adhered to by all staff.

At Goostrey School we are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.

Key roles and responsibilities

The Governing Board has overall responsibility for monitoring the implementation of the assessment programme.

The Headteacher and staff will be responsible for the day-to-day implementation and management of the assessment programme.

The SENCO is responsible for maintaining the SEN register, coordinating individual support and relevant documentation, handling pupil records received from mainstream school and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records and reporting progress to parents/carers.

All staff, including teachers and support staff, will be responsible for following the assessment programme and timetable. They will also be responsible for ensuring the programme is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments and in external assessments as directed by the DfE.

Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

Definition of assessment:

Activities undertaken by teachers, and by students assessing themselves, which provides information to use as feedback and allows us to measure progress.

Activities which enable modification of teaching and learning activities to improve achievement.

Activities which lead to formative or summative feedback.

Goostrey School defines “assessment for learning” as any formative assessment activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Goostrey School defines “summative assessment” as activities which assess final / overall achievement.

Training of staff.

Teachers and support staff will receive regular and ongoing training as part of their development. This will be in line with the SDP and individual appraisal and needs.

Formative assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress.

Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning.

Formative assessments are used to:

Identify children’s strengths and gaps in their skills/knowledge.

Identify next steps for learning.

Inform future planning.

Enable appropriate strategies to be employed.

Facilitate the setting of appropriate targets for the class, group and individual.

Track the child’s rate of progress.

Facilitate an evaluation of the effectiveness of teaching and learning.

Inform future teaching and learning strategies.

Identify individuals and groups for specific intervention support..

Formative assessment will be used to guide teaching and learning and help pupils achieve their targets.

Summative assessment (Assessment of Learning)

Summative assessments are used to:

Identify attainment through one-off tests at any given point in time.

Record performance in a specific area on a specific date.

Provide end of key stage test data against which the school and the teaching will be judged.

Ensure statutory assessments at the end of KS1 and KS2.

Provide information about cohort areas of strength and weakness to build from in the future.

Methods of summative assessment at Goostrey School include:

Formal testing.

External examinations such as the National Curriculum Tests.

Summative + formative assessment data will be used to monitor the progress of individuals and groups of pupils. It will be used to determine attainment and achievement as well as judging teaching and learning.

Assessment and Recording in Key Stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.

Regular tests may be used to identify progress and gaps in learning.

The tracking sheets identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.

Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing, maths and GAPS for classes and cohorts.

Pupils will receive regular and timely verbal feedback on their progress.

Planning for assessment

The National Curriculum Programmes of Study and Early Learning outcomes are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Years 1 to 6 have formal assessments at the end of each term. The outcomes of these tests are then discussed in a pupil progress meeting with the Headteacher.

Results of published tests are used to contribute to overall teacher assessments

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent evenings (autumn and spring) so that parents can discuss how well their child is doing and be involved in their child's learning.

We provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

Moderation

Regular moderation of work takes place throughout the year to ensure consistency. Staffs, governors, external partners, colleagues in other schools and pupils all have opportunities to take part in moderation and discussions around assessment. Teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Special educational needs (SEN)

Our graduated response to SEN, including early intervention strategies and support, is held by the SENco.

Rewarding achievement

Goostrey School acknowledges achievement in a variety of ways and sees this as fundamental to the ethos of the school.

Measuring progress is very important but we do not want to value the data more than the information that it is intended to represent. We want to know that our children are making 'good / outstanding progress' and this will involve many exceeding the

expectations of prior performance. Additional support / extension work for pupils can then be facilitated through booster groups.

We always endeavour to follow our strapline:

Achieving and Learning Together.