



Ormsgill Nursery & Primary School Assessment Policy

1. Rationale

At Ormsgill Nursery & Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

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.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To enable the active involvement of pupils in their own learning
- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

At Ormsgill Nursery & Primary School, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

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, where they are in relation to this aim and how they can achieve the aim.

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.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals 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. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- 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. (See Marking Policy for further detail)

Assessment and Reporting in the Foundation Stage

Baseline Assessment:

During the first half-term of Nursery and reception, children will be given a 'Baseline Assessment'. This is done through a series of observations using a format provided by Standards and Testing Agency. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of their everyday practice practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

Formative Assessment:

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. During focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Foundation Stage Profile:

In the final term of Reception, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) 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.

- Teachers use Target Tracker for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths.
- Target Tracker sets out a series of statements that indicate what a child should be able to do at each Year level or Band. This allows staff to monitor the progress of children through these bands and from year to year. Staff can also comment on how well children are meeting age related expectations.
- 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.
- Termly summative tests are a tool also used by staff in order to make a judgement about a child's attainment and progress against objectives taught.
- The SENCO ensures that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Meetings are held for each class to record progress, identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.

Statutory Assessments:

As required by the DfE, the following statutory assessments are carried out:

- Year 1 – Phonics Screening Test
- Year 2 – End of KS1 Sats (Internally marked tests and teacher assessment)
- Year 6 – End of KS2 Sats (Externally marked tests and teacher assessments)

5. 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.

6. Moderation

Regular moderation of work takes place each term to ensure consistency of assessment. Teachers meet in phase groups or in cross phase groups to analyse children's work against Age-related expectations or Early Years Foundation Stage Profile (EYFSP). Exemplars of work are also available as part of Target Tracker. In addition, staff also have the opportunity to moderate with colleagues from other local schools in order to further ensure the accuracy of their judgements.

During the summer term, 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.

7. Links to other policies and documents

Please refer to:

- Marking and Feedback Policy
- School Prospectus

8. Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

Author/Owner	Date Revised	Approved by Governors on:	Date of next review:
M. Cull	4.5.21	24.5.21	September 2022