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**Assessment Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

***Longton Primary School Assessment Policy***

**Rationale**

Assessment is fundamental to be able to extend and challenge the children’s learning so that they can reach their potential. It also provides a whole school framework at which different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children’s next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. Teachers should ensure that their prior knowledge and expectations of pupils do not influence their judgements. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

**The objectives of assessment in our school are:**

* To enable our children to demonstrate what they know, understand and can do in their work.
* To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work.
* To allow teachers to plan work that accurately reflects the needs of each child.
* To provide regular information for parents, which enables them to support their child’s learning.
* To provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of the school.

**Assessment Types**

Longton Primary School believes that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

**Assessment for learning**

Assessment for learning is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher’s planning and is used in the classroom to raise pupils’ achievement. It is based on the idea 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 this aim. Our assessment for learning is based on the following principles:

Making the learning objective (L.O.) clear and using success criteria verbal and written

Self/peer assessment of learning

Effective questioning

Regular Feedback (verbal and written)

We give our children regular feedback on their learning so that they understand what it is that they need to do to get better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. This principle applies equally to the most able learners and those with additional needs.

**Assessment of learning**

Assessment of learning is a type of summative assessment that involves judging pupils’ performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. At Longton, we have a termly summative assessment system, so that we can track individual’s progress and facilitate interventions when necessary. This summative assessment should confirm the on-going formative teacher assessments.

**Planning for Assessment**

We plan our lessons with clear learning objectives/ learning questions. We base these upon the teacher’s detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child’s ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the learning objective (L.O.)/ learning question with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.

We make a note of those individual children who do not achieve the expected level for the lesson, and we ensure they are given follow-up opportunities (usually the next day) to access an appropriate support task. This may be part of ‘fix-it time’, an intervention, work with a teacher or TA, work with a peer or as part of a lesson.

We also keep this information as a record of the progress made by the class.

**Feedback to Pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write a comment on the children’s work during marking. We give written comments to children of all ages.

A piece of work will always be marked against the learning objective using the triangle system (see Marking Policy).

Written feedback is given to a child when we consider that the objective has not been met or previous learning has not been applied. We make it clear what the child needs to do to produce even better work in the future and may ask them to self-correct or undertake a short ’fix-it’ task the following lesson.

We allow time daily for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. We do this to ensure that the time our teachers spend on marking really has an impact. We provide dedicated time each day for responses to marking, consolidation and completion of work.

**Assessment in Early Years Foundation Stage**

On entry to Reception, our pupils are assessed the Reception Baseline Assessment (RBA) .This assessment is carried out within the first 6 weeks of the autumn term. Results are used to inform planning, set targets and aid early identification of special needs.

There are 7 areas of learning and development:

* Communication and language
* Personal, social and emotional development
* Physical development
* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

These goals are used to assess the children at the end of their reception year.

In the summer term (before June 30th) the EYFS profile is completed for each child. The profile provides a well rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Each child’s level of development is assessed against the early learning goals. Teachers indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging).

Termly pupil progress meetings give an opportunity for the reception teacher to identify any children who are exceeding, or below expectations and then arrange interventions where necessary. Learning journeys also record assessments and development across the stages.

**Assessment in KS1 /KS2**

Children are assessed on the Age Related Expectations (AREs). These are a set of statements, which clearly outline the skills and knowledge, which a child should achieve by the end of a particular year.

At Longton Primary School, it has been agreed that a teacher’s summative assessment judgements for each child will be informed by on-going teacher assessment and test results. Assessments reported are capped by a child’s individual test results.

The teacher will assess each child’s learning in relation to ARE and record this on SIMs to build up a record of assessment using the following procedure

**Red** (emerging) – been taught the statement but have only limited understanding or recall.  
**Amber** (developing) – have demonstrated a satisfactory level of understanding but have not yet fully mastered the concept.  
**Green** (secure) – demonstrated complete understanding.   
**Blue** (greater depth) - mastery of the concept.

The information stored on TEAMS is used to analyse the attainment and progress of each child and discuss findings and outcomes at a termly pupil progress meeting with the Head Teacher. This information is also used by teachers to inform their planning of future learning.

The Assessment Manager will analyse the data and review targets for individuals and groups, including gender, pupils who are more able, those with special educational needs and those in receipt of Pupil Premium Funding. This information is shared with the Head Teacher, SLT, class teacher and the Governing Body on a termly basis.

Not all children may have met all the expectations at the end of each year. Those children are tracked, and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings.  
If a child has met the requirements in Spring term, the expectation is that they will widen and broaden the learning experiences in the year and to apply the knowledge learnt. If a member of staff feels a child is ready to move on to the next year group’s learning, they should discuss this with a member of the SLT.

Each term, summative assessments in reading, writing and maths occur and the results are used to confirm on going tracker assessments. Children who have been assessed as More Able are identified so that they can be monitored and where possible be enabled to access wider opportunities. The school is part of a local Cluster and hosts days that enable AGT children to meet with similarly talented children.

**Pupil Progress Meetings**

These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the Head Teacher is then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children’s learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

**Standardisation and Moderation**

All subject leaders study examples of children’s work and planning within their subject area. All teachers attend WRIST moderation cluster meetings with regard to assessing writing. Year 1 to 6 also have writing assessed using No More Marking , where a proportion of our children’s writing is moderated by teachers nationally. The Head Teacher moderates each year group’s summative and on-going assessments at least once every term. In addition the school holds in-school moderation meetings to ensure that judgements are standardised throughout the school.

**Reporting**

We have a range of strategies that keep parents informed of their child’s progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child’s work.

In Autumn and Spring term we offer parents the opportunity to meet their child’s teacher. At these meeting teachers review the child’s learning and discuss targets with parents. At the Spring meeting of the year, we evaluate their progress against these and other targets that have been set. In addition, a short written report is provided for parents to take away.

Progress reports are sent out in the second half terms of the Autumn and Spring terms.

During the final half term of the year we give all parents a written report of their child’s progress and achievements. In this report, we identify target areas for the children to work on at home.

In the reports for pupils in Year 2 and 6, we also provide details of the results achieved in the statutory tests / teacher assessments. We also report the results of the Year 1 Phonics Screening Check at this time.

**Children working outside of their Age Related Expectations**

Some children may be significantly below their age related expectations. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. Lancashire PIVETS can be used to set targets that reflect individual needs and measure attainment and progress. These measures apply to all children, not just those with SEND. Progress reports for these children are sent out termly.

**The Role of the Governors**

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children’s results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The Assessment Manager will meet termly with the Governor who has responsibility for Assessment and report on progress made in each year group and for each identifiable group of children. They will then report back to the Governing body.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stages 1 and 2 and the school must provide robust action plans following each year’s results.

**Monitoring and review**

Our assessment Manager is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The Manager uses this time to scrutinise samples of pupils’ work, teachers’ marking and assessment records, and to observe the policy being implemented in the classroom.

The Senior Leadership Team will monitor pupils’ overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.

This policy will be reviewed in line with the policy cycle.

Date approved:

Signed:

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