



Assessment Policy

Review Date May 2021

Every Child, Every Chance, Every Day, Working Together



ASSESSMENT POLICY

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SECTION 1 INTRODUCTION

1.1 At Crabtree Farm Primary School we believe that effective assessment provides information to improve teaching and learning to ensure pupils make good progress. We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

SECTION 2 AIMS AND OBJECTIVES

2.1 The aims and objectives of assessment in Crabtree Farm Primary School are:

- to enable pupils to demonstrate what they know, understand and can do in their learning.
- to help our children understand what they need to do next to improve their work.
- to enable teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress.
- to provide regular information for parents that enables them to support their child's learning
- to enable leaders to evaluate and continually improve on the quality of provision for all pupils.

SECTION 3 SUMMATIVE ASSESSMENT

3.1 We use a combination of our own school-devised assessment guidance and some commercially produced products, to help us identify each child's level of attainment.

3.2 We use SIMs to record and analysis data termly:

- In years 1 to 6, the codes we use to track pupil's progress in reading, writing and mathematics are emerging, (E), developing (D), secure (S) or mastering (M).
- In EYFS, the codes we use to track pupil's progress in all 17 areas of learning (using Early Years Outcomes month bands or EYFS Profile Early Learning Goals) are emerging (e), developing (d) or secure (s).

3.3 For our SEN children, where necessary, we use b-squared and the Pre Key Stage levels to assess (see SEN policy).



- 3.4 We use our own school-devised tracking system to monitor the learning in phonics.
- 3.5 National standardised summative assessment requirements are adhered to.

SECTION 4 FORMATIVE ASSESSMENT

- 4.1 Typical methods of formative assessment include:
- Question and answer sessions
 - Targeting questions
 - Ongoing observations
 - Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
 - Discussions between staff working with groups of pupils
 - Verbal and written feedback

SECTION 5 REPORTING TO PARENTS

- 5.1 Each term we offer parents the opportunity to meet their child's teacher at the termly parents meeting. We have a whole school format for discussion between the teacher-parent-pupil. During the summer term meeting we review the child's written report and the targets identified in it for the next school year.
- 5.2 In addition in reports for pupils in:
- F2 we provide the details of the level the pupil achieved in all 17 Early Learning Goals (emerging, expected or exceeding) and a narrative of their Characteristics of Effective Learning.
 - Year 2 and Year 6, we provide details of the age-standardised score achieved in the national tests.
 - Year 1 it will indicate whether their child has met the required standard to pass the phonics screening check.
 - Year 2 who had to re-take the phonics screening check, it will also indicate if the pupil has met the required standard.

SECTION 6 FEEDBACK TO PUPILS

- 6.1 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.
- 6.2 We give children verbal feedback on their work whenever possible. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.

- 6.3 When we give feedback to a child, we relate this to the learning objective for the lesson and identify what the child needs to do next in order to improve future work (next steps).

(For further information on feedback, please see the Marking and Feedback policy.)

SECTION 7 STANDARDISATION AND MODERATION

- 7.1 Leaders ensure agreeing details of assessment criteria for each subject.
- 7.2 Staff moderate within year groups termly.
- 7.3 Joining local authority (LA) or NST moderation activities.

SECTION 8 CONSISTENCIES

- 8.1 All subject leaders examine examples of children's work within their subject area. Subject leaders will use the national exemplification materials to make judgements about the national expected standard of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.
- 8.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

SECTION 9 MONITORING AND REVIEW

- 9.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task.

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