



# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Assessment Policy

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| <b>This policy was reviewed by:</b> Paul Hale, Assessment Leader |
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| <b>Date:</b> May 2018  |
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| <b>Approved by Governors:</b> May 2018                           |
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| <b>Next Review Date:</b> May 2020                                |

## **Introduction**

We believe that assessment is an essential part of teaching and learning and an important means of raising standards for individual pupils and for the school as a whole. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

## **Aims and Objectives**

The aims and objectives of assessment in our school are:

- to acknowledge achievements in all aspects of school life;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to provide day to day checks on progress;
- to allow teachers to plan work that accurately reflects the needs of the children;
- to raise the standards of teaching and learning;
- to ensure continuity and progression in the children's work and between the year groups;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher, SLT and Governors with information that allows them to make judgments about the effectiveness of the school.

## **Planning for Assessment**

At Meopham Community Academy the process of planning involves the whole staff and reflects the school targets as outlined in the School Improvement Plan.

### **Long Term Plans - The Curriculum Framework**

The purpose of long term planning is to ensure that areas to be covered for the year in all subjects follow the National Curriculum.

The Assistant Headteacher at each Key Stage monitor this process.

### **Medium Term Plans**

These are written termly for each foundation subject. They are posted on the shared P-drive at the beginning of each term/unit and monitored by subject leaders.

### **Short Term Plans**

These are weekly plans that detail what is to be covered, including learning intentions, success criteria, outlines of resources and provision for differentiation.

The weekly planning sheets include a space for evaluation which will inform future planning.

We plan our lessons with clear and overt Learning Intentions. 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 level of ability. On our lesson plans we make a note of those individual children, or groups of children, who do not achieve at the expected level for the lesson, and we use this information when

planning for the next lesson. We also keep this information as a record of the progress made by the class.

We use both summative (assessment of learning) and formative (assessment for learning) methods of assessment to inform and support our planning.

### **Assessment as an ongoing process – day-to-day in-school formative assessment**

Teacher assessment is a combination of professional judgements and planned opportunities for focusing on specific learning intentions.

Teachers:

- are clear what pupils know, understand and can do in all areas of learning.
- ensure pupils know the Learning Intention and Success Criteria so that they know what they have achieved and how they can improve.
- involve the pupils in self-assessment.
- regularly provide individual pupils with opportunities to reflect and talk about their learning and progress against their targets.
- use a range of assessment methods as appropriate e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests.
- use assessment to decide what and how to teach with individuals, groups of pupils or the whole class.
- recognise that not all learning needs to be assessed.

Assessment for the key areas of reading, writing and mathematics is recorded on individual Guided Reading sheets and individual target sheets for writing and mathematics.

These are kept in :-

Maths – in the back of pupil books.

Reading – Guided reading files.

Writing – in the back of pupil books.

### **Assessment as an end of Year/Key Stage process – local in-school summative assessment**

Summative assessment in combination with formative assessment throughout the schooling at Meopham Community Academy is used to identify possible underachievement at an early stage and can plan for appropriate intervention and suitable support.

Pupils in Years 1, 3, 4 and 5 are assessed continuously throughout the year with moderation in Terms 1,3, 5 and 6. These results are used to inform forecasts and targets of attainment by the next class teacher based on the principles of Assessment Without Levels using the Kent Six Steps.

For Year 1 there is the additional assessment based on the phonics screening knowledge. This is assessed termly and then gaps in children's knowledge is identified and worked upon. Similarly for those in Year 2 who are doing the phonics re-take termly assessments are carried out and focused support is given to groups and individual children.

For Science, the children's knowledge and understanding is through formative assessments from the Kent Science Scheme; this is recorded for each pupil using the Kent 6 steps model of assessment which runs alongside the reading, writing and maths informing the teacher if the pupil is working towards the expected standard, at the expected standard or at a greater depth.

## **Nationally standardised summative assessment**

Teacher assessment is a statutory requirement when a child reaches the end of KS1 and KS2. The Year 2 and Year 6 teachers assess each child's level of attainment in the core subjects using the National Curriculum level descriptors. These assessments are completed prior to and after the SATs tests.

Year 1 and 2 phonic screening checks are carried out in June and reported to the Government.

## **Recording**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning intentions. On our planning sheets we record only those pupils who fail to meet the learning intention, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning intentions.

Assessment records are kept on the school servers and can be easily accessed by staff as the child moves up through the school. These files contain records that show individual pupil attainment in reading, writing and maths. Children's attainment in all other subjects is recorded against key skills/objectives in relation to the National Curriculum levels of attainment. The Foundation Subjects are assessed on an annual basis at the end of academic year using SIMS with the children being recorded as working towards, expected or greater depth. The subject leaders then use this to look at the percentage of pupils for each year group at the expected level for their subject. Specific notes can be added for pupils if required.

Each subject leader monitors planning and delivery of their subject.

## **Consistency**

All our teachers discuss and moderate levels of children's work, 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. All subject leaders monitor examples of children's work within their subject area.

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. Through high quality teaching in the class based on accurate assessment the potential of each child will be recognised and value-added will be achieved for every individual and cohort.

## **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to meet informally with class teachers if they have concerns about any aspect of their child's work.

During Term 1 all parents receive a letter detailing the ways in which we plan to support their child's learning in the coming months. This may be through general strategies within Quality First Teaching to more specific individual or group intervention to support identified individual needs.

Class teachers have close links with the SENCo and Provision Interventions are written for identified children. Provision Interventions are monitored and evaluated on SIMS.

Provision Interventions are shared and discussed with parents and are reviewed every two terms.

Parent Consultation Evenings are held during Term 2 and Term 4. Parents have the opportunity to meet formally with class teachers, to see the children's work and to discuss progress. Additional feedback relating to any specific intervention and support is also shared. At these meetings we also discuss the child's next targets for progression, giving parents the opportunity to support their child's learning. Prior to each parent consultation a tracking review is sent to parents which reports on their child's attainment and progress over the academic year and across the Key Stage based on their entry point.

During Term 6 we give all parents a written report of their child's progress and achievements during the academic year. In reports for pupils in Year 2 and Year 6 we provide details of the levels achieved in the national tests.

Teachers recommend targets for progression in the core subjects and these targets are written into the child's report and passed onto next year's teacher. It is progression towards achieving these targets that is discussed at Parent Consultation meetings.

Copies of end of year reports are kept in the children's individual files in the office and are passed on to the child's secondary school.

### **Secondary Transfer**

Kent Local Authority sends out particulars of the options available for Secondary transfer to all Year 5 parents during their last term in Year 5.

The school holds a meeting with these parents to further explain the Kent Test procedures in Term 5 of the previous academic year.

In Term 1, Year 6 pupils wishing to go to a Grammar School take the Kent Test. All school records and assessment results are made available to parents wishing to make a parental appeal on behalf of their child.

All KS2 test information and teacher assessment is entered onto the school's database and forwarded to Kent Management Information.

Where appropriate, SEN information is passed on to the SENCo of the transfer school.

In Term 6 some secondary schools make visits and speak individually with pupils and teachers of Year 6.

### **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 Pupil Marking and Feedback Policy which details the various methods that we use to provide information to them about their work.

Feedback is given to children on a daily basis through marking and verbal comments. This is done in an informative and supportive way. The marking is based on the colours of 'green for good' and 'pink for think' with a green highlighter used to pinpoint good practice.

When we give written feedback to a child, we relate this to the learning intention for the lesson. By so doing we make clear whether the learning intention has been met and we produce evidence to

support the judgement. If we consider that the learning intention has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work. This is referred to as diminishing the difference.

Children are given opportunities for self-assessment and peer assessment where they can acknowledge their own achievements and those of others.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

The importance of summative assessment is recognised in all areas of learning and feedback is given to pupils on the outcomes so that they know how well they are doing.

### **Using Assessment information to monitor progress towards meeting targets**

In English (reading and writing) and Maths target setting is an ongoing process using the children targets for working towards, at the expected standard and at a greater depth for that particular academic year. A National Curriculum level forecast is predicted for each child for the end of the current academic year and for the end of KS2; for some children a more challenging target will be appropriate.

Pupil Progress meetings are held throughout the year between the teacher, Head Teacher, Assessment Leader and SENCo. Careful consideration is given to target groups of identified pupils ~ their progress is discussed together with the strategies teachers will employ to accelerate their progress in identified areas.

At the end of the academic year we consider every child's rate of progress during the past year to aid the setting of new targets.

The core subject leaders produce detailed analyses of the strengths and weaknesses as highlighted by the KS1 and KS2 SATs results for Year 2 and Year 6, and the formative teacher assessment's for Years 1, 3, 4 and 5. The analysis information is used to target groups/individual children who are under achieving.

The Head Teacher, SLT and core subject leaders use the Analyse School Performance (ASP), Fischer Family Trust (FFT) and Making Figures Speak for Themselves documents, to review our pupils' achievements against local and national standards.

Governors are given the results of all analyses (above). In this way they are able to monitor standards within the school, make comparisons against local and national standards and assess the school's progress within the current School Improvement Plan.

### **Equal Opportunities**

Pupils are provided with equal access to assessment activities regardless of gender, cultural creed, class or SEN.

Pupils with learning/behavioural difficulties may need an assessment task adapted to their needs. The duration of the task is considered and it may be necessary to vary the method of assessment.

A pupil unable to undertake an assessment task due to disability is provided with an alternative task and has access to suitable equipment.

The selection of pupils for groups in assessment tasks is considered carefully, enabling both gender groups to have equal access.

Where appropriate, careful consideration is given to the needs of bi-lingual pupils and assessment tasks may need to be presented in alternative ways.

### **Health and Safety**

When assessing activities in the class, it is the duty of staff to take notice of Health and Safety issues. Further guidance can be found in the Health and Safety Policy.

### **Monitoring and Review**

All members of staff are responsible for implementing this Assessment Policy.

Planning, Preparation and Assessment time (PPA) is planned for all teachers as part of the weekly timetable.

The Assessment Leader has responsibility for overall management, implementation and budget allocation.

### **Glossary of Terms**

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| Assessment            | A means of judging attainment   |
| Attainment            | A demonstration of what a learner knows, understands and can do   |
| Diagnostic assessment | The identification of learning needs (strengths and areas for development) so as to initiate appropriate support for the learner  |
| Formative assessment  | A continuous process for both teacher and learner to gain information about the learner's positive attainment so that it can inform future planning and raise standards |
| Summative assessment  | A summary for a wider audience (eg. parents) about positive attainment at each of the reporting ages.   |