



ASSESSMENT POLICY

2021

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Aims

The aims and objectives of assessment at Central Park are:

- To ensure pupils' progress, knowing their achievements and what they need to do next.
- To internally track pupil attainment and progress.
- To ensure that assessment drives planning to maximise learning
- To have a consistent approach that measures school progress against national standards.
- To provide regular information for parents that enable them to support their child's learning.
- To ensure that pupils have the opportunity to consolidate and 'master' skills for a time period before moving on to future objectives.

Assessment strategies

Written and verbal feedback

See the current Feedback on Learning Policy

Termly progress tests

Every term, pupils take an English, Maths and Grammar test which is written to match the national curriculum. The purpose of these tests is to inform teachers of the areas for development within the class. Test results are not shared with pupils or parents, they are used as a diagnostic tool to inform future planning and interventions. The core subject leaders analyse data from the tests to ascertain the strengths and areas for development for each year group and together with class teachers, they plan these areas into the medium term plans for units of work.

Teacher Assessments

Teachers assess pupils against a set of assessment criteria which set out what pupils are normally expected to have mastered by the end of each year. These are published by Target Tracker (our assessment software).

Each week, every pupil is assessed as either having a 'shallow, 'deep' or 'profound' understanding of each statement contained in the expectations for that week.

Shallow (Red) – The pupil has been exposed to this learning objective and has evidence of this in their book

Deep (Blue) – The pupil has achieved this learning objective and is working at the expected stage for the year group

Profound (Gold) – The pupil is confident with this learning objective and has been given the opportunity to apply this learning objective in a different context.

This data is used termly by the assessment lead to inform Pupil Progress Meetings and subject leaders to identify areas that need to be addressed in future planning.

Every term, the class teacher uses these formative assessments, along with observations, records of work, test data and discussions at year group moderation meetings, to form a judgement against the year group criteria and a pupil is assessed as either 'beginning', 'working within' or 'secure' against their respective year group criteria.

Beginning - Pupils have achieved 1/3 of the statements achieved at an 'expected' level

Working within - 2/3 of the statements achieved at a 'deep/expected' level

Secure - All of the statements achieved at a 'deep/expected' level and enriching activities are seen in books.

When a pupil is assessed as 'secure', and the child's statements are mainly blue (deep/expected) the teacher will then plan enriching activities to enable these pupils to deepen their understanding of the concepts. Once these statements have been enriched, the teacher can then select the statement as 'mastered/gold' on Target

Tracker. This 6 week ‘enriching’ stage ensures the mastery element of our curriculum where pupils have the opportunity to apply these skills in more challenging, cross curricular areas and are able to really master them before moving on to the next year group criteria.

Progress expectations

Pupils are expected to make 5 steps progress in year from their starting point.

Previous year group	Current year group					
Year start						Year end
Secure + (S+) →	Beginning (B) →	Beginning + (B+) →	Working within (W) →	Working within(W+) →	Secure (S) →	Secure + (S +)

Moderation

The process of moderation is an essential part of any assessment system. At Central Park, members of the SLT, SMT and teachers are involved in termly moderating meetings to ensure agreement on criteria for making judgements about work in the following ways:

- Moderation in school – in year groups and across year groups
- With colleagues from other schools in the cluster and from schools outside of the borough.

School portfolios of moderated work and moderation meeting minutes are kept by the assessment leader.

Assessment throughout Central Park

Nursery learning journeys

Nursery staff will monitor children’s development and keep detailed records in the form of a WOW book and an online profile. This information is shared with families and either transferred to the reception team or to the pupil’s new school. The Nursery team make a summative judgement 4 times a year, based on information they gather in the form of child initiated and focused activities. This information is based on three categories - beginning, working within or securing within the appropriate 'Age and Stage' band for each individual pupil. Most nursery pupils are working within the 30-50 month stage. These are kept on a Foundation Stage tracker.

Foundation stage profile

Pupils continue to be assessed in the reception class where staff will add information to an assessment profile for each individual, in the form of a WOW book. The team make a summative judgement 4 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - beginning, working within or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age pupils are working within the 40-60 month stage and by the end of the year are expected to be working within the Early Learning Goals. These are also kept on a Foundation Stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document on a regular basis and regular WOW book days are arranged for all parents to come and celebrate their child’s learning.

Phonics check

All pupils in Year 1 will participate in a phonics check. This assessment will be administered by the Assistant Head Teacher. Results are included within the Year 1 end of term report.

Key stage tests

Pupils in Year 2 and Year 6 sit the national end of key stage tests in May. The results of these assessments are reported annually to the parents. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Year 1-6 complete tests more frequently. These tests are used to identify strengths and areas of development which will drive teachers planning for the term ahead. It is also during this week that pupil targets are reviewed and set by the pupil alongside their class teacher. In the Summer term, assessments also provide a standardised score- comparing children at Central Park Primary against a national sample.

Test scores will be used to inform the priorities in the School Plan, discuss school performance with Ofsted; plan interventions, budgeting and support; target set/predict end of KS performance. Test scores will not be shared with parents or children.

Monitoring

In order to track pupil progress within the year, a tracking programme called Target Tracker is used. Target Tracker allows staff to focus on formative assessment – recording their judgements regarding what children can do – and then records a summative assessment half termly.

This data, and its subsequent analysis from the assessment lead, provides SLT, governors and external stakeholders critical insights into the progress of key groups/ individuals and effectiveness of teaching and learning strategies. This data is produced termly and forms discussions at Pupil Progress Meetings which are held by the assessment lead every term.

Using this information, targets are set for pupils at the end of each academic year for the following academic year. These will be based upon conversations with current and future teachers and an analysis of all of the information regarding the pupil – progress, specific learning needs, home life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

Pupil Progress Meetings

Once every term, teachers will meet with the Data and Assessment Lead to talk through their class data and how the children are progressing. Focus groups in these sessions are:

- Pupil Premium (PP)
- Gifted and Talented
- Mid Phase Admissions
- Lowest 20%
- English as an Additional Language (EAL)
- Special educational needs and disabilities (SEND)
- Safeguarding and mental health concerns
- Stuck and slow-moving children

Intervention groups are identified post Pupil Progress Meeting. These will be ongoing for a term before they are reviewed to assess their impact.

SEND

Formative assessment is at the heart of assessment for pupils with identified special needs or disabilities in the same way as it is for all other pupils. Modifications will be made by teachers to ensure questioning; discussions, marking etc. are all suitable for pupils, depending on their specific needs. This will enable us to tailor progress measures and ensure that pupils are provided appropriate challenge at all stages of their education. All children on the SEND register have personalised targets to ensure that all their academic and pastoral needs.

Roles and Responsibilities

SLT:

- Moderate assessments regularly. Hold teaching staff to account for pupil progress using pupil progress meetings and the appraisal process to address underperformance and set targets.
- Ensure staff receive training on how to use formative assessment to promote learning
- Ensure the assessment policy is implemented by all staff

Assessment lead: As SLT and

- Monitor assessment data to identify underachievers and implement the necessary intervention strategies where appropriate.
- Track pupil progress regularly
- Support colleagues in identifying assessment opportunities and in using assessment information
- Collate and evaluate assessment – TA, NC tests, optional tests etc, to inform setting of school targets
- Monitor and evaluates assessment procedures and practices
- Report to GB and SLT

SMT:

- Monitor plans to ensure assessment informs planning
- Analyse half termly data and ensure plans are put in place to address any findings
- Use data to evaluate the effectiveness of the curriculum; adapt, amend, interpret and analyse to set targets

Inclusion lead:

- Liaises closely with class teachers/assessment lead
- Monitors progress against support plans
- Maintains Special Educational Need (SEN) register
- Manages formal assessments
- Contributes to access arrangements for end of KS2 tests
- Ensures and supports use of assessments

Teaching Staff:

- Regularly assess pupils and provide feedback.
- Adapt planning in line with assessments to ensure good progress for all.
- Provide assessment information for pupils and parents as well as school leaders.
- Complete accurate teacher assessments half termly

Support staff: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Reporting Progress

At Central Park, we have a regular, formal cycle of communication in the form of reports and parents' evenings.

Parents will be given reports on their child's progress and attainment in the following ways:

- Parents' Evening every term
- Informal meetings with parents to inform them about achievements or concerns as necessary
- An in-depth report during Spring term, to provide information on subjects and topics covered in school, as well as sharing the child's progress and attainment

Monitoring of policy

Although continually reviewed in line with any new national processes, SLT and governors will review this policy bi-annually. The next review date will be Summer 2023.