



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 so that educational objectives can be set and used to inform class planning, children's next steps, resources, support and teacher's CPD needs.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and 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. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

At Livingstone we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- have a consistent approach that measures school progress against national standards.

At Livingstone we use a formative assessment procedure whereby the ongoing assessment is carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Within each lesson, the children have 'fix-it' time to ensure that they have ownership of their next steps and are given the opportunity to respond to the teacher's feedback.

The teachers are able to use these judgements to assess whether each individual child has achieved the national curriculum objective for each unit taught and record this on SPTO. There are 5 options for each objective – not achieved, working towards, almost met, achieved and mastered. In order to achieve a rating of ‘mastery’ the teacher must regard the child as having a deep understanding of the objective – this ought to be evidenced in the work that the child is producing and the teacher giving the child the challenging tasks that allow them to display their full understanding of the objective across a range of contexts.

SPTO will use the judgements that the teachers enter to calculate the stage of learning that each pupil is at. These stages are reported in year groups and are further broken down into a ‘low’, ‘medium’ or ‘high’ judgement. The expectation for most pupils at Livingstone Primary School is that they will be at their chronological year group and ‘high’ by the end of the corresponding academic year (eg at the end of year 3, most children will be expected to be a ‘Year 3 high’).

As the children move up through the school, from one year to the next, we expect them to progress from the previous year’s ‘high’ judgement to the current academic year’s ‘high’ judgement by the end of that year. Should any child not achieve a ‘high’ by the end of the year then the teachers will amend planning and introduce any necessary intervention in order to help the child make accelerated progress and meet these expectations.

The SPTO data analysis tool will also calculate the individual child’s ‘mastery’ rating. This can range from #1 – #4 (with #4 being the highest level of mastery). As a child receives more ‘mastery’ judgements for the individual objectives, the mastery rating will increase. When this occurs, it will be moderated between the class teacher and SLT, to ensure an accurate assessment.

These judgements will then be reported to parents at parents’ evening (which is held once per term) and also on the child’s end of year written report. The phrasing that this is reported to parents in has been agreed across the MCSP and will be:

Working towards the expectations for their year group;
Mostly achieved the expectations for their year group;
Achieved the expectations for their year group.

Following assessment, data is analysed in detail by the DHT and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations and monitoring, such as planning and book scrutiny, may then focus on these pupils to ensure accelerated progress is being addressed within teaching. Teachers will then complete ‘Children Causing Concern’ grids for any children that are falling behind or are in danger of falling behind. These identify which interventions the children will receive in the following term.

Internal moderation and external moderation (within the MCSP) will take place termly to ensure accuracy and continuity both within Livingstone Primary School and across the Mossley cluster.

School leaders, along with subject leaders will use the whole school outcomes to identify patterns and review the drill down analysis of the assessments to inform whole school or phase training. It will be used to inform the SIP and SEF documentation. School leaders will also carry out comparative data analysis to ensure that the school is on track to meet the national expectations (or beyond).

Assessment For Learning

Teachers should be using a variety of strategies that help to inform them of their pupils’ current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Mini whiteboard work
- Use of “lolly sticks” for random selection
- Targeted questioning
- Marking that links to the success criteria and lesson objective.

- Children's comments both written and oral about their progress

Marking

Marking should follow the school's marking and feedback procedure (see separate policy). Marking is instrumental in ensuring that a personalised learning journey for all children is realised.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Verbal feedback (V)
- **Next steps** whereby children are given the opportunity to look at misconceptions and have another go or apply their learning to something more challenging.
- Peer and self-assessment and editing that directly link to the success criteria
- Pupil review of success criteria

Assessment in the Early Years Foundation Stage

Those children that enter Nursery will be teacher assessed within the first half term that they join the school to give the school their on-entry baseline data. The Nursery teacher will use the 'Development Matters' materials to complete this assessment.

On entry to Reception children will be formally assessed to give the school baseline on-entry data. This will be done using the NFER assessment tool. The assessments give each child a scaled score which denotes where the child is working in relation to the appropriate age related standard. The results are entered into SPTO so when future assessments are recorded the school is able to track the progress that is made. Results of the baseline are used to inform planning, set targets and aid early identification of a child who may need additional support or extra intervention. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Early Years *Foundation Stage Profile* (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

Literacy

Mathematics

Understanding of the world

Expressive arts and design

Characteristics of effective learning:

Playing and exploring

Active learning

Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, teachers must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). On a regular

basis (at least termly) Reception teachers will consider whether each child is on track to meet or exceed the ELG in each prime and specific area of learning. This allows them to plan appropriate interventions to support as many children as possible to achieve a Good Level of Development.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's plans
- Children's work/ books
- SPTO – termly tracking grids for reading, writing and maths.
- Termly pupil progress meeting.

Pupil Progress Meetings

At the end of every term, each class teacher meets with the headteacher to discuss attainment and progress for their class. In this meeting, staff members provide paperwork which displays certain data and outlines the interventions that have occurred over the course of the term. This is also a key opportunity for teachers to look at certain groups of children produced from the Data Report and discuss any concerns with the headteacher and consider how close the children are to meet their individual targets.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement of whether children have achieved objectives in the following ways:

- With colleagues in school
- With colleagues from other schools within the MCSP
- By attending LA sessions to ensure our judgements are in line with other schools

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and DHT. This will allow them to ensure that the school rigorously identifies priorities for improvement.

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

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. They will also complete the Children Causing Concern grids.

Teaching Assistants: 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. To attend parents' evenings to understand how their child is progressing and what they need to work on next.

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

This policy is to be reviewed every 2 years or more frequently if required.