

Rush Common School Professional Practice Document (“PPD”) for Assessment 2017-18



Assessment is a process of gathering information, which enables us to ascertain children’s understanding and plan for their future needs. The common standard criteria (i.e. expectations) for assessment has been established through the National Curriculum 2014 and Early Years Foundation Stage Curriculum and it is against these standards that children’s understanding is measured from the assessment information gathered. The process of assessment therefore enables us to plan for the needs of all pupils and ensure accelerated progress from their starting points.

1. Purpose – to ensure that all pupils reach their full learning potential by

- improving the quality of teaching and learning
- clarifying the links between curriculum and assessment
- ensuring consistency of approach in assessment and record keeping procedures
- to revise assessment arrangements under the National Curriculum 2014 and Early Years Foundation Stage Framework to ensure that all pupils reach their full potential

2. Objectives

- to plan for and assess learning outcomes which informs future teaching
- to diagnose difficulties or gaps in learning in order to provide intervention strategies
- to identify more able, gifted and talented children and to plan for their needs to ensure opportunities for greater depth of learning
- to give positive feedback to the learner with clear next steps
- to encourage the skills of self and peer assessment
- to keep records of attainment that will inform the reporting process to parents
- to use validated performance information to assist with target setting and to raise expectations and standards
- to ensure consistency and the standardised agreement of work collated by teachers
- to make realistic predictions and set targets to work towards
- to analyse performance of groups of pupils and ensure appropriate intervention is taken when needed
- to liaise with partnership schools to ensure consistency of judgement through moderation and sharing of good assessment practice

3. Assessment organisation

3.1 Assessment is closely linked to the National Curriculum and Early Years Foundation Stage Framework. Children's learning outcomes are monitored to inform future planning and teaching. Attainment is recorded to inform reports to parents, other colleagues and when referring pupils to specialist agencies. Teachers use a variety of formal and informal approaches to facilitate their understanding of a pupil's progress. Information gathered from ongoing work and formal assessments is recorded on the school's tracking system to be shared with parents at parent consultation meetings.

The types of assessment used fall into four main categories:

- **Formative** – ongoing formal and informal assessment so that the next steps may be planned and shared with pupils. This is achieved through: observation, photographs, video or sound recordings, work on whiteboards, targeted questioning, including higher order thinking questions, pupils' self and peer assessment against success criteria, use of a range of Assessment for Learning strategies and marking of written work (including homework), with comments closely linked to lesson objectives. (See also Marking and Feedback Professional Practice Document). Foundation Stage staff use 'Tapestry' software on iPads for formative assessment. Whilst continual, formative assessment is the primary form of assessment collected, 'Data Collection Point' dates will be set on our Assessment Schedule up to a maximum of six times a year depending on the needs of each cohort, to ensure that assessment information is current and ready for analysis of individual and pupil group progress across the school.
- **Diagnostic** – ongoing/specific where difficulties are clarified so that help can be provided. Diagnostic tools are available within School Pupil Tracker Online (SPTO)*.
- **Summative** – end of unit, term, year, Key Stage where overall achievements of the pupils are recorded. This helps to identify gaps in understanding, inform future planning and support formative assessment. A range of summative tests are used, such as: Hodder Reading and Maths tests, Rising Stars Spelling, Punctuation & Grammar tests and CGP Reading and Maths tests.
- **Evaluative** – when the work of the teacher and the school is judged by the achievements of the pupils in their charge

**School Pupil Tracker Online is a web based tracking system, which allows the school to formatively assess children against the objectives of the National Curriculum. Evidence (see above) is uploaded by staff alongside the national Curriculum objectives. Learning objectives and success criteria detailed on all planning will link to the statements on SPTO. It is used to generate termly reports for internal use and to inform parents of their children's progress.*

In order to maintain consistency and validation of teacher judgements, children's work is monitored regularly within year groups, within and across phases and with neighbouring schools.

3.2 Apart from a few very exceptional cases, children are assessed against objectives from their current year group only. Any children working below or above the objectives for their current year group will have been discussed with the Headteacher, Deputy Headteacher or Phase Leader. At the end of each term children are assessed as Emerging, Developing or Secure against their year group objectives.

Class teachers meet with school leaders three times per year to monitor the progress of pupils and to ensure that all groups are on track to:

- meet age related expectations by the end of the year**
- make at least expected progress.

Once a child has achieved an objective, opportunities are provided to enable them to deepen their understanding and skills in a range of contexts. This is known as 'depth of learning'.

***Children are considered to have met age related expectations if they achieve at least 67% of the objectives in each subject. Children are considered to have made expected progress if they make at least 3 points progress each year.*

3.3 Monitoring and assessment of children with Special Educational Needs follows the requirements of the SEN Code of Practice.

4. Target Setting

4.1 The school is involved in target setting at the following levels:

- Individual pupil targets as required
- Group/class targets
- School targets and predictions

4.2 On entry to Foundation classes children have been assessed using a nationally recognised Baseline assessment system. This year baseline assessment has been trialled through the use of Tapestry. The baseline assessment provides a benchmark by which to measure predicted achievement of the individual and plan provision to meet the individual needs of pupils. Throughout the year attainment is measured using the Early Years Foundation Stage (EYFS) statutory framework and recorded in SPTO and Tapestry .

4.3 Year 1 teachers carry out 'mock' Phonics checks throughout the year to inform teaching and to prepare pupils for the end of year Phonics check. The school uses ongoing assessment throughout KS1 to track progress, inform parents and to set targets for attainment at the end of KS1 Standard Assessment Tests (SATs). KS1 SATs, alongside ongoing teacher assessment, are used to set future targets for attainment in KS2 SATs. The school uses the Government generated reports to

provide comparative data that informs assessment and target setting. This body of data is also used to provide evidence of value added scores to aid comparison of our data both internally and with other comparable schools.

5. Monitoring and Evaluating/ Staff Roles and Responsibilities

5.1 Headteacher

The Headteacher has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/her potential.

5.2 Assessment Manager/ Leadership Team

The Headteacher and Assessment Manager/Leadership Team discuss the progress of assessment, recording, reporting and achievement of children's work. The assessment coordinator/ leadership team will monitor staff collation of assessment data and ensure that it is current, up to date and relevant.

The assessment Manager will:-

- oversee the input of assessment data into SPTO
- order relevant publications to ensure that the school has submitted data required for the annual SATs.
- in close consultation with the Headteacher, analyse and compare assessment data and make suggestions as to what interventions/ strategies may be needed to be implemented.

5.3 Curriculum Coordinator

Core Curriculum Coordinators should be familiar with performance results for the end of stage SATs tests and should analyse the results in order to inform the school improvement plan/ projects. Coordinators should be familiar with school tracking data and with assessment methods for their subject. Where necessary they should advise staff on particular assessment procedures and support strategies relevant to the subject, which they coordinate.

5.4 Class teacher

Class teachers are responsible for the implementation of assessment procedures, for familiarisation with their class/pupil tracking and for generating an action plan which informs future planning and is relevant to the learning objectives covered. It is the duty of the class teacher to report any concerns that arise from assessments they make to the Head of Pupil Support & Welfare/ Assessment Manager/ Leadership Team/Headteacher/ Curriculum Coordinator as appropriate.

5.5 Teaching Assistants

Teaching Assistants will be involved in assessment under the direction of the class teacher and/or Head of Pupil Support & Welfare for the children with whom she/he is working. The Teaching Assistants should be aware of individual children's targets particularly those with special educational needs and discuss regularly with the teacher and the child the progress they are making towards reaching those targets. They will also use SPTO to add evidence when working with small groups or individual children.

5.6 School Governors

Regular meetings are held with the Teaching & Learning Committee of the school's governors, where assessment reports are shared and discussed and forward plans are agreed in line with the School Improvement Plan.

6. Sharing assessment information with parents

Parents are provided with secure access to SPTO Online Reporting, where they are able to view their child's current targets and achieved objectives at any time. Foundation Stage parents also have access to Tapestry to view how their children are progressing. This enables them to provide additional support at home. Parent Consultation meetings are held twice yearly in Terms 1a and 2b. At the end of the academic year an annual report is sent to parents, with a further opportunity for them to make an appointment to discuss any concerns they may have.

7. Review of this PPD

The Leadership Team reviews the PPD annually. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 15th December 2017

Signed.....

Headteacher

Review Date: September 2018