



Rush Common School Professional Practice Document (“PPD”) for Assessment 2018-19

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 (EYFS) Framework. 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
- ensuring our assessment arrangements are in line with the National Curriculum 2014 and EYFS Framework to ensure that all pupils reach their full potential

2. Objectives

- to plan for and assess learning outcomes to inform 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 EYFS 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, 'Insight Tracking', 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 (AfL) 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. Continual, formative assessment is the primary form of assessment collected.
- **Diagnostic** – ongoing/specific where difficulties are clarified so that help can be provided.
- **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: PUMA, PIRA, and Scholastic Reading and Maths tests, Punctuation & Grammar tests and Practice SATS papers. There are data collection points at the end of each term, in which teacher's enter a pupil's attainment in Reading, Writing and Maths onto a tracking system ('Insight'). In making these judgements, teachers are guided by their formative teacher assessment and test results.
- **Evaluative** – when the work of the teacher and the school is judged by the achievements of the pupils in their charge

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 be discussed with the Headteacher, Deputy Headteacher or Phase Leader. At the end of each term, children are assessed 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: (a) meet age related expectations by the end of the year, (b) 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'.

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 are assessed against the descriptors in the Early Years Foundation Stage (EYFS) statutory framework. This baseline assessment provides a benchmark by which to measure predicted achievement and plan provision to meet the individual needs of pupils. Continuous assessment takes place throughout the year and is recorded in 'Tapestry', an online learning journal. At the end of each term, summative judgements are recorded in 'Insight Tracking'.

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, Leadership Team and Assessment Manager 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 Insight Tracking
- order relevant test materials
- 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 to inform 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.

5.6 School Governors

Regular meetings are held with the Educational Standards 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

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. In addition, parents are free to arrange to discuss their children's progress at any time throughout the year, should they feel the need to do so.

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 July 2019

Signed: *Kristen Fawcett* (Acting Headteacher)..... Headteacher

Review Date: July 2022