



# Assessment Policy 2022

Date Adopted:	May 2022
Review Date:	May 2023

**Intake Farm Primary School uses Scholarpack to track assessment. We use a range of materials to assess.**

**Why do we assess?** *To raise standards*

1. To aid **learning and teaching**
2. To inform **planning** and so make our teaching more effective
3. To aid **continuous progression** throughout our school
4. To consider **patterns of progress & achievement** within our school and compare them with Local Authority & National Standards.
5. To set **targets** for improvement.
6. To ensure **correct groupings** of children
7. To inform **parents, governors, inspectors, teachers, children.**
8. To identify **SEN/Greater Depth**
9. As an indicator for **Performance Management**
10. To inform the **School Self Evaluation Process (SEF)**

**When do we assess?**

1. At set times (Summative)
2. Continuously (Formative) in workbooks and on ScholarPack

## **Roles & Responsibilities**

Teachers and teaching assistants are responsible for carrying out summative and formative assessment within their classrooms for individual pupils, cohort groups and whole classes. Where appropriate, these are shared with pupils as part of the ongoing dialogue with pupils about their attainment and progress. Dialogue is also carried out with parents and carers at appropriate times in the school year (e.g. parental consultation meetings) and in the end of year school report.

### **The Assessment Leaders (Headteacher and Deputy Headteacher) are responsible for ensuring that:**

- Each class teacher uses pupil tracking (formative) to determine attainment and progress of individual pupils,
- Each class teacher uses assessment data to set pupil targets,
- Summative assessment tasks (e.g. reading tests) are carried out and resulting data is centrally collated,
- All staff are familiar with assessment policy and practice,
- All staff are aware of and use Assessment for Learning strategies in their day to day practice,
- Analysing pupil progress and attainment,
- Identifying cohort groups who are vulnerable to underachievement,
- Prioritising key actions such as booster groups and interventions,
- Analysing data such as RaiseOnline and Data Dashboard,
- Reporting to school stakeholders such as governors,
- Holding teachers to account for the progress and attainment of their pupils.

### **Subject Leaders are responsible for ensuring that:**

- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum,
- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject(s).

## **Our Assessment practice**

We:

1. Link assessment with lesson objectives.
2. Analyse individual progress and attainment against Expected Standards.
3. Have formalised termly Pupil Achievement meetings for each class.
4. Are consistent, using a wide range of evidence
5. Moderate assessment judgements with other staff.
6. Maintain records/keep marking up to date.
7. Ensure classroom management supports good assessment
8. Keep evidence/jottings, more formal papers
9. Use assessment to inform further planning (child, classroom, school) AfL best practice.
10. To enable children to evaluate their own progress.
11. Keep centralised records of progress and attainment for each class and the whole school

## **Ensuring our assessment is accurate**

1. We use nationally agreed testing such as Standard Attainment Tests (Sats)
2. We refer to National Standard descriptors (Early Years Foundation Stage Profile)
3. We assess work together within school to ensure consistency
4. We compare our assessments with other schools

**We can classify our assessments into two categories.**

### **Summative (a 'snapshot' of what a child can do at a given time)**

- Entry Assessment/Foundation Stage Profile F1/2
- ScholarPack
- Extended Writing
- Sats in Y2 and Y6
- Reception EYFS profile data
- Y1 phonics screening
- Y4 times tables data
- Provision mapping
- Use of external Reports. Raise on Line, Notts LA Performance. Outside agencies
- Non-statutory tests such as NGRT Reading
- Summative tests created by teachers (spelling tests, times tables etc.)

### **Formative**

- EYFS floor books
- Evaluations on planning which identifies objectives and ensures differentiation and progression
- Ongoing assessments recorded on ScholarPack
- Pupil self-evaluation and peer assessment
- Feedback and marking - see **Marking Policy**
- Teacher Assessment across the curriculum
- Comparison of our assessments with other schools in our collaboration, via network meetings.
- B Squared
- Ongoing AfL best practice