

Keston Primary School



Assessment Policy

1. Rationale

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their full potential. It should be incorporated systematically into teaching strategies in order to promote greater than expected progress for individuals, groups and cohorts. At Keston Primary, we use the National Curriculum as a starting point for all the teaching and learning experiences we provide for our children.

2. Aims

- Systematically and effectively check pupils' understanding throughout lessons, so that ongoing assessment has a notable impact on the quality of learning
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and to plan interventions (*refer to Marking Policy*)
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

3. Types of Assessment

Formative

This is the ongoing day to day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes and success criteria are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in Early Years, KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Test materials are used to support teachers in KS1 and KS2 with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National Assessments

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS (Reception)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

4. Key Groups

All individuals and cohorts are tracked throughout the year and discussed at termly Pupil Progress Meetings; these meetings additionally focus on specific groups e.g. Pupil Premium, SEND, more able lower attainers.

5. Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and appraisal targets

- Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

6. Assessment Criteria Key Stage 1 and 2

Following the implementation of a new National Curriculum, the government removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now record and measure pupil attainment and progress through age related attainment statements and national end of key stage attainment descriptors.

Children are internally assessed in year group 'bands,' (Band 1-Band 6) which are divided as follows:

- Below (B)
- Below+ (B+)
- Within (W)
- Within+ (W+)
- Secure (S)
- Secure + (S+)

7. Assessment Criteria Early Years Foundation Stage

In the summer term of the Reception year teachers complete an assessment which is known as the Early Years Profile. The assessment is based on observations of a child's learning and development over a period of time. The Early Years Profile comprises 17 Early Learning Goals (ELGs) across the 7 areas of learning.

Children who are judged to have achieved the ELGs are described as reaching the 'expected' level of development for the end of EY. Those children who are working beyond the level described in the ELGs are described as 'exceeding' and those who have not yet attained the ELGs are described as 'emerging'.

8. Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year attainment for years 1 to 6 is reported to parents as:

- **AAR** – working above Age Related Expectations (S+)
- **AR** – working at Age Related Expectations (S)
- **WAR**- working within Age Related Expectation (W and W+)
- **BAR** – working Below Age Related Expectations (B and B+)