



## Assessment Policy

### Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfill their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

### 1 Principles and Aims

At Corrie Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self esteem. We see assessment as central to this.

At Corrie Primary School we believe there are two types of assessment; 'assessment of learning', and 'assessment for learning'. We recognise that both forms of assessment are important and invaluable.

The principles and aims of *assessment of learning* in our school are to use assessment to inform us about children's attainment, to enable our children to demonstrate what they know, understand and can do in their work,

- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- to ensure we are on track to reach pupil attainment targets and school targets;
- to meet legal requirements •

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The principles and aims of *assessment for learning* in our school are to use teaching, learning and assessment strategies which,

- enable our children to take increasing involvement and responsibility of their own learning,
- to help children identify what their next steps are and what they need to do to make progress.

### Teacher assessment

On going teacher assessments is central to pupils making good progress. All pupils have an Assertive Mentoring file which shows attainment towards standards in reading, writing and maths. Assessments will provide an individual target for the children to achieve within the following term. Assessments are completed on a half termly basis and mentor meetings are completed on a termly basis (unless there are issues which have been raised in the half term). The assessments are used to inform planning of the next steps in order to 'close the gap'. Assessment for Learning is pivotal and underpins Corrie's approach to Teaching and Learning. Teachers use Learning Objectives, Success Criteria, different approaches to differentiation, effective marking and peer and self-assessment to inform children of their next steps. Marking is in line with the Marking Policy and will identify successes and areas for improvements. Fix it Times are important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps. Teachers use questioning to effectively question and deepen understanding of pupils in their classroom.

### Statutory Assessments

<u>Year group</u>	<u>Statutory Assessment</u>
Reception	End of Reception using the assessment strands in the Early Years Foundation Stage profile (June)
Year One	Phonics testing (June)
Year Two	End of Key Stage One Assessments (May/June)
Year Six	End of Key Stage Two Assessments (May)

### Special Educational Needs

The responsibility for identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher in conjunction with the SENCo. The SENCo and outside agencies are there to support the class teacher in providing a differentiated

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curriculum in order for the child to achieve their potential. Assessment procedures supports the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Pupils identified on the SEN register are assessed using P Scales where appropriate using the PIVATS document.

### Assessment in the Early Years

The school follows statutory requirements regarding Baseline assessment which is conducted in the first half term, currently Corrie primary school uses Target Tracker baseline. Evidence of pupils' achievements is collected through observations, photographic evidence and discussions, which are recorded in pupils' learning journeys. Along with any written work, these form the basis of the on going teacher assessments and the information is used to track pupils' progress using Development Matters and is recorded on Target Tracker. At the end of the year school submits the children's Profile data to the DfE in accordance with current statutory requirements. This information is reported to the parents.

Early Years data is analysed half termly and presented to the Headteacher during pupil progress and governors termly. This information is used to provide staff with the intervention target groups in order to accelerate progress.

Learning journeys are available for parents at all times and they are actively encouraged to contribute to the child's ongoing assessment through homework and their children's achievements at home.

### Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with on going teacher assessment, more formal assessments are carried out half termly for reading, writing, SPAG and Mathematics (see appendix 1). The data is then entered onto a separate tracking system Target Tracker. The gaps identified following the assessments will support teachers and teaching assistants in future teaching and learning. The data from the assessments will provide detailed analysis on the outcomes for interventions carried out by teaching assistants and identify who will require further intervention.

Children are expected to enter the Year at the age appropriate level (Beginning) within the three terms, they are expected to be age related.

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### IDEAL SCENARIO

Autumn : Beginning/Beginning+

Spring: Working within/Working within +

Summer: Secure/Secure+

Not all children may reach Secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings. If a child reaches Secure before the summer term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

### Assessment in non core subjects

Although pupils are not formally assessed in other subject areas we believe it is vital to know how they are doing in order to make progress. Teachers highlight key objectives for the subjects covered in the topics taught throughout the term.

Children do an assessment task at the beginning and end of the topic taught this is based on key questions asked. A judgement is then made to determine whether they are at, above or below age expectation and entered onto Target Tracker. Assessment of IT, MFL and PE will be completed at the end of a unit taught. This data will then be completed onto Target Tracker termly. Science assessment will be completed after each unit by highlighting statements and entering a judgement of ARE on Target Tracker.

### Monitoring and evaluation

Both teacher assessments and formal assessments are moderated by all leaders to ensure consistency and accuracy each half term. Assessment data informs appraisal targets to ensure pupil progress is at the heart of whole school improvement. At the end of the year teachers share assessment information during transition week with each other to ensure that end of year data is accurate. Book scrutinies will form an important part of monitoring for all leaders including subject leaders. At least termly both marking and feedback scrutiny and work scrutinies will be undertaken by all leaders.

Throughout the year staff will attend moderation meetings between schools to ensure accuracy.

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The responsibility of the monitoring and implementation of this policy will lie with the Assessment Coordinator, Headteacher and the governing body.

### Pupil progress Meetings

Pupil Progress Meetings will be held termly, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the Class Teacher and Headteacher at the Pupil Progress Meeting. Discussions and results will be considered when Allocating Teaching Assistants as well as deciding on intervention programmes and progress towards achieving appraisal objectives.

### Reporting to parents

Parents receive a written record of the child's achievement from Assertive Mentoring termly. It details child's academic attainment as well as attitude development. In the core subjects a next step and target is presented too.

### **This policy links to the following policies:**

Marking and Feedback policy  
SEN policy/local offer  
Transition policy  
EYFS policy

### **Review**

This policy has been written and understood by staff, parents and pupils.

Please Note: This policy may be amended at varying points over the next few years in line with amendments to the policy from DFE.

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Signed: 

Date discussed with staff: October 2017

Date approved with Governors:

Date of review: Autumn 2018

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**Appendix 1**

Assessment expectations for each year group.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>MATHS</b>						
½ termly assessments from Assertive mentoring	✓ When ready and appropriate	✓	✓	✓	✓	✓
Fortnightly Big Maths Tests		✓	✓	✓	✓	✓
Fortnightly Arithmetic Tests	When ready and appropriate	✓	✓	✓	✓	✓
Times Tables	When ready and appropriate	✓	✓	✓	✓	✓
Practice SATs papers		✓				✓
<b>READING</b>						
PIRA assessment booklets – termly	✓	✓	✓	✓	✓	✓
Guided reading sheets – using the content domains	✓	✓	✓	✓	✓	✓
Benchmarking (only for SEND and interventions)	✓	✓	✓	✓	✓	✓
Practice SATs papers		✓				✓



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