

Head teacher	Mrs D Scott
Date	Under Review Nov 2021
Chair of Governors	Mrs S Harrison
Person responsible	SLT
Next review date	TBA - 1 year after ratification

Simonside Primary School Anti-Bullying policy





Simonside Primary School

Assessment Policy

INTRODUCTION

At Simonside Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Our school operates a rigorous system for assessment, where a wide range of factors are triangulated to ensure the highest standards possible for all pupils. In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

This policy should be read in conjunction with our Marking and Feedback Policy.

AIMS

We believe that the principle aim of assessment is to support the progress and achievements of individuals. We aim to use assessment information to support us in developing a personalised curriculum for all children. Through our assessment procedures, we aim to:

- Gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
 - Provide information to inform the school's strategic planning
 - Gather information to inform teachers' planning
 - Track individual, group and cohort progress
 - Allow children to be involved in their own learning
 - Inform the Governing Body of the school's standards and achievement ●
- Ensure that the positive achievements of a child are recognised and that next steps are planned
- Ensure that barriers to learning can be identified quickly and appropriate

intervention and support is given

- Systematically record the overall achievements of all children



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- Ensure that the legal requirements for record-keeping, assessing and reporting are met

OUTCOMES

Effective Assessment at Simonside Primary School will:

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Guide and support the teacher as planner, provider, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate our school's performance against our previous attainment over time and against local and national standards

LEADING ASSESSMENT

The Head Teacher is responsible for coordinating assessment throughout the school. They work closely with the Head Teacher, Early Years Lead and SENDCo to ensure the robust monitoring of progress for all pupils. Pupil Progress Meetings are held on a termly basis as part of this monitoring process.

ASSESSMENT PROCEDURES

Assessment is an on-going part of teaching and learning and constantly takes place within the classroom through a range of activities including discussions and analysis of children's work.



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Teachers at Simonside Primary School use assessment to:

- Evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative, in accordance with the marking guidelines (See Marking and Feedback Policy)
- Complete formal assessments according to the school schedule

Formal assessments are recorded in Reading, Writing and Maths throughout the year (at the end of Autumn 1, Autumn 2, Spring 2 and Summer 2) which are recorded on our internal tracking system, OTrack. Assessments in Science and Foundation Subjects are recorded on a termly basis (3 points per year) using our tracking system. Teachers use a range of evidence to arrive at these judgements including:

- Evidence from discussions with children
- Work from children's books
- Outcomes from half-termly assessments in writing using 'TiPPs' assessment grids or Interim Teacher Assessment Frameworks (as outlined in our English Policy)
- Information gathered during 1:1, class and group reading sessions
- Outcomes from half-termly STAR Assessment tests in Reading and Maths
 - Outcomes from TiPPs Assessment Framework to track milestones in children's learning in Reading and Maths (where staff feel this is appropriate)

In EYFS, children are assessed against the outcomes of 'Development Matters' and judgements recorded on OTrack according to the age band within which they are working. In Years 1 to 6, children are assessed against relevant end of year expectations using the following codes:

E – Emerging / E+ - Emerging + / D – Developing / D+ - Developing + /

S – Secure / S+ - Secure + / M – Mastery



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REPORTING

At Simonside Primary School, we place great emphasis on the communication between school and home. As part of this process, we provide regular opportunities for parents/carers to receive information about their child's progress across all areas of their learning. Parent's Evening are held in the Autumn and Spring terms and personalised written reports are sent to parents/carers on an annual basis in July each year. These reports outline children's progress and achievements, as well as identifying next steps in their learning. The outcomes of the Phonics Screening Check (for children in Year 1 and/or Year 2) and end of Key Stage test results (for children in Years 2 and 6) are reported to parents within this report.

Parents are encouraged to discuss any concerns regarding their child's progress at any time - in addition to those mentioned - by contacting their child's Class Teacher.

MODERATION

To ensure assessment is consistent and robust throughout the school, we hold regular moderation meetings. These meetings take place at least once per term and include internal moderation across/between phases and external moderation (with staff from other schools within our Local Authority as well as with schools from other Local Authorities). Staff in all year groups attend Local Authority-led moderation meetings throughout the year, to support the assessment process.

COVID-19 IMPLICATIONS

Key Changes / Adaptations to this Policy in light of the COVID-19 Pandemic:

- *Moderation meetings with other schools are postponed until further notice*
- *Face-to-Face moderation meetings from the Local Authority are postponed until further notice*
- *Internal moderation meetings will be modified to suit COVID-19 guidelines, and will be completed in an alternative format where possible*
- *Year 2 children are expected to sit a Phonics Screening Check during the second half of the Autumn term 2021*
- *Parent's Evening discussions will take place over the telephone until further notice*