

ASSESSMENT POLICY



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Grange Park Primary School Assessment Policy

The current National Curriculum has been statutory since September 2014. The National Curriculum is premised on the concept of mastery - something which every child can aspire to; and every teacher should promote. It is about deep, secure learning for all, with extension of able students rather than acceleration. Effective assessment will clearly show how secure children are in their learning and prompt the teacher into planning the most appropriate next steps in learning.

There are three main forms of assessment:

1. in-school formative assessment which is used by teachers to evaluate children's knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of children's work;
2. in-school summative assessment which enables schools to evaluate how much a child has learnt at the end of a teaching period; (Cornerstones Maestro assessments, GL assessments)
3. nationally standardised summative assessment which is used by the Government to hold schools to account (EYFS profile, Phonics Screening, Multiplication Tables Check, SATs).

As a school we promote the following key principles of Assessment:

- Accurate assessment is the key to effective teaching.
- Assessment is ambitious and appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information.

Staff plan work in line with age related expectations and the ability of children in their class. Continuous assessments are used by teachers to develop the next steps in children's learning. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work.

Childrens' progress over time is demonstrated through the work in their books or work saved electronically, retrieval questions and pupil voice.

Assessments of all subjects are completed at the end of each term in school. Teachers use their assessment information from ongoing assessments in their lessons, the books, any national benchmarks that are available (Y2 and Y6) and through discussion with colleagues. Staff assess where a child is working in relation to age related expectations. Assessment data is recorded in Cornerstones Maestro's Assessment tool using the following bands:

Below	Borderline	Within	Greater Depth
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Assessments from the information input by class teachers will then generate percentages of Childrens working within each band. This data is easily manipulated to generate data for groups of Childrens and identify specific Childrens who are not making expected progress. Maestro's assessment tool provides assessment data that is easily understood and transferable. It also allows us to filter data to track different groups of children and monitor how they are progressing towards age related expectations. It is easy to identify who is excelling as well as identifying any children that are falling behind and therefore timely early interventions can be put in place. Meaningful assessment data is collected so that class teachers, school leaders and other stakeholders have reliable information about how each child, and their class is performing against age related expectations. School leaders use assessment data to support judgements about the quality of teaching and learning and are able to identify any areas which need improving.

Subject Leaders also use data to monitor the attainment and progress of all pupils across the school in their subject.

Pupil Progress Meetings

Every half term, senior leaders meet with teachers to discuss the progress of childrens. Staff discuss the children who are not making expected levels of progress from their starting points and the strategies planned to address this.

Moderation

To ensure assessments are accurate, staff at Grange Park moderate within school (during PPA with partner teachers and during whole school staff meeting time) and with schools within the Community Academies Trust Telford Hub.

Roles and Responsibilities

The Headteacher will:

- Use the information collected to inform the school's strategic plan.
- Present the information to governors in a clear and concise format that is easily understood.
- Allocate CPD as necessary to address any areas highlighted through assessment.

The Assessment Co-ordinator will:

- Collate all the data collected by staff to create headline data that can be reported.
- Check for anomalies in the data and ensure the data has been inputted accurately.
- Analyse group data and highlight strengths and areas for development.
- Check pupil level data to ensure progress for all children.

Subject Leaders will:

- Understand the data available to them for their subject.
- Use tools within Cornerstones Maestro to pursue their own lines of enquiry relating to the data, particularly vulnerable groups.
- Use the data to inform their strategic plan to ensure all children in school are making at least expected progress from their starting points.
- Understand from the data the key strengths in their subject in terms of progress and attainment and also the areas that require improvement.

The Class Teacher will:

- Complete all summative assessments in line with the assessment schedule.
- Use ongoing formative assessment to inform their planning and adaptations to teaching within a lesson.
- Use gap analysis of tests to inform their future planning.
- Input the required data into Cornerstones Maestro.
- Attend pupil progress meetings and report on the progress of individuals and provide a plan of action to support the progress of any children falling behind.

The Governors will:

- Hold the Senior Leadership Team to account by posing challenging questions around the data presented including possible causes and the planned solutions to any issues arising therefore driving standards within school.
- Verify the assessment process through governor visits and meetings with subject Leaders.
- Understand how data informs the overall picture of performance in school and how it has been used to inform the strategic plans they have been presented.