



Garnteg Primary School

Assessment Policy

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At Garnteg Primary School we undertake two types of assessment **Assessment of Learning** and **Assessment for Learning**. Both types of assessment serve very important roles in informing the learner, teacher and parent about progress through the school curriculum. The information gained via assessment will show where a learner has come from, where a learner currently is and where a learner next needs to go.

AIMS

Assessment aims to be an integral part of a child's learning
Assessment leads to more focused and appropriate teaching
Assessment enables each child to achieve his/her potential

WHY ASSESS?

To celebrate success
To identify achievements and needs
To evaluate the performance of children against themselves, their peers and national expectations
To inform future planning
To support judgements
To provide a basis for discussion and review
To raise attainment

Assessment of Learning/ Summative Assessment

Assessment of Learning is an on-going process. Tracking of pupil learning and attainment is used to maintain high standards of achievement at Garnteg. Results form part of our monitoring of children's progress across the whole school and inform feedback to parents.

At the beginning of each academic year, all pupils have agreed end of year targets and pupil's attainment is assessed at the end of each term. The school uses ICT software 'Incerts', which highlights pupils' achieved objectives and skills. These objectives and skills are formulated to give pupils levels in all areas of the curriculum. Levels in English, Maths, Science and Welsh are then transferred into Sims Assessment Manager. Assessment Manager highlights pupils working below, on and above agreed targets. This data allows Class teachers, the AENCO, and the Leadership Team to identify children who are underachieving or under-attaining in any subject area. Appropriate interventions can then be put into place.

At the end of the Foundation Phase (Y2), an assessment is made of a child's level of achievement in Language, Literacy and Communication, Mathematical Development and Personal, Social and Emotional Wellbeing. At the end of Key Stage 2 (Y6), an

assessment is made of a child's level of achievement in English, Maths, Science and Welsh. To help inform this level of achievement we use:

- On-going teacher assessment via Assessment Manager will be used on a termly basis to ensure that standards of achievement are met.
- ALFIE tests in Maths
- Termly tracking of pupils achievements using SIMS net.
- Fisher Family Trust Data
- Reading Phonic Sound checklist
- NFER Spelling and Reading Test
- Termly Benchmark reading results

Summative Assessment Tests

Rec/Y1_NFER Reading and Maths tests

Y1- 6 NFER Spelling tests

Yr 2- 6 National Reading test

Y2 -6 National Numeracy tests (Procedure and Reasoning)

Assessment for Learning / Formative assessment

This informs pupils in real time about their progress through the curriculum. It will give the learner an understanding about where they have come from, where they are going and where they are.

To help children with this we use.....

- Learning Diaries
- 2 Stars and a Wish
- Peer Marking and Moderation
- Class evaluations
- Thought Bubbles
- Presentations
- Head teacher Awards
- Objective sheets in children's maths and Literacy books
- Skills Ladders.

These methods will be put into practice on a regular basis.

Teachers make these daily, linked to the WALT (We Are Learning To), which are shared with the children as part of the school's work on 'Assessment for Learning.' The assessments target the needs and attainment of the individual child. Informal notes may be made for children whose performance is out of the ordinary, eg on the relevant planning sheet. These assessments inform planning.

Formative Assessment linked to the methods above

Informal observations – with individuals or groups

Questioning – child, group or class

Responding to child asking for help

Continuous judgements eg marking work with child or out of lessons

Review of class knowledge

Children explaining to class

Weekly mental maths or spelling tests

Reading/ Guided Reading is heard regularly to assess progress

ASSESSMENT OF LITERACY

At the end of each phase/ key stage teachers will report on pupil achievement within the Literacy Attainment targets:

- Oracy
- Reading
- Writing

Reading

The school has adopted the Read, Write, Inc scheme. Throughout the school, pupils' reading is assessed on a termly basis and pupils are placed into appropriate groupings.

The guided reading scheme includes Rigby Star readers. The guided reading is recorded on group record sheets and progress through the scheme recorded on individual reading tracking sheets.

National Reading Tests in Yrs 2-6 are completed annually in May. Reception and Y1 pupils complete in school NFER Reading tests.

Writing

Teachers and year group phases will assess and moderate pupil books each term, by the end of the year whole books will be used as a level benchmark and sample books kept as maintained evidence.

NFER Spelling Tests in Yrs 2-6 are completed annually in May.

ASSESSMENT OF MATHEMATICS

Each term pupils are assessed by the class teachers against criteria objectives and levels. The assessment focus is the half-termly key objectives and on going numeracy groups.

At the end of each Foundation Phase and Key Stage 2 the school reports on pupil achievement with the Numeracy Attainment targets:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measures
- Data Handling (KS2)

Teachers and year group phases will assess and moderate pupil books each term, by the end of the year whole books will be used as a level benchmark and sample books kept as maintained evidence.

National Numeracy Tests (Procedure and Reasoning) in Years 2-6 are completed annually in May. Reception and Y1 pupils complete in school NFER Maths tests.

Year 2-6 pupils complete ALFIE tests (computer program) in September and May. These results inform planning and cluster project work.

ASSESSMENT OF SCIENCE

Teachers and year group phases will assess and moderate pupil books each term, by the end of the year whole books will be used as a level benchmark and sample books kept as maintained evidence.

At the end of each Key Stage 2 teachers report on pupil achievement within the Science Attainment targets.

ASSESSMENT OF WELSH

The school is required to report curriculum level outcomes to parents for Year 6 pupils in the following attainment target areas :

- Oracy
- Reading
- Writing

Pupils throughout the school are assessed on a termly basis.

FOUNDATION SUBJECTS

Foundation subjects will be levelled using the schools skills ladders for each subject. Levelled work/ books are contained in subject portfolios and provide an indication of levels achieved in year groups.

Nursery and Reception

Prior to the start of Reception, our Nursery staff perform BPVS on pupils and results are completed on equated sheets. The school uses BPVS scores as a baseline and for ALN purposes. The data is also used the same as National Test results to identify learners for support before they start Reception.

Baseline scores indicate that generally learners are in line with pupils nationally when they start school. Learners who have scores of below 90 has slightly increased. Therefore, the Leader of Foundation Phase, Nursery and Reception teachers need to meet and discuss the scores and possible intervention in the Summer term in order for it to start in the following autumn term. New pupils starting the school in Reception need to have a BPVS as soon as they start.

RAISING ATTAINMENT GROUP (RAG)

The RAG group consists of SLT and Core subject leaders. The group meets every 3 weeks to discuss pupils' attainment, vulnerable groups and to review assessment procedures. The group analyses all teacher assessment results to ensure that interventions/ strategies are put into place for pupils underachieving. The group reports its findings to the governing body on a termly basis.

TARGET SETTING

Each school is required by the EAS to set targets in English, Maths, Science and Welsh, for pupils in Year1, 2, 4, 5 and 6.

As a school, we set targets in maths and writing termly for all our children. The children are involved in reviewing progress made towards achieving their targets.

STANDARDISATION / MODERATION

The process of moderation is an essential part of the assessment system. This takes place regularly throughout the year and supports and strengthens teacher

assessment. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school – during staff meetings
- With colleagues from other schools within the cluster.
- By attending EAS sessions to ensure our judgements are in line with other schools.
- Profiles of learners for Level 4 and 5 in English, Maths and Welsh are to be moderated in the Spring /Summer term by the cluster and EAS.

School portfolios of moderated work will be kept by curriculum leaders.

Literacy and Numeracy Frame work (LNF) 2012

At Garnteg Primary School we fully endorse and have integrated the LNF into all of our curriculum policies and Schemes of Work.

The LNF focuses on the learners' **acquisition** of, and ability to **apply**, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following **strands**.

Within **literacy** the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum

Within **Numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, using measuring skills and using data skills. It is vital that numeracy is not viewed as four discrete strands which are developed in isolation from each other. Progression through the stages is demonstrated by an ability to develop and demonstrate an increasing competency in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise progression in terms of both underpinning techniques and of the skills of application. Each age-related expectation builds on the previous year's expectation to ensure year-on-year progression.

Pupils are tracked termly to ensure coverage of skills. Parents are informed of progress in the annual report in the Summer term.

PUPILS WITH ADDITIONAL LEARNING NEEDS / MORE ABLE AND TALLENTED

Children who have been identified as having additional learning needs (ALN) will follow an IEP with specific targets identified by the pupil and class teacher. It is particularly important that activities for children with ALN are set in a context which is familiar to the children's experience.

It is also important that MAT pupils are challenged all areas of learning and application of learned concepts. This does not necessarily mean taking them on to a higher level but giving them a broader range of experiences within a level.

Review

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

REPORTING TO PARENTS

Parental Consultation meetings are held twice a year in October and the end of the spring term. Parents receive interim reports which inform them of their child's targets, progress towards targets and intervention / ALN support. An annual report is written to parents in July to summarise and celebrate the attainment of child. Parents are asked to comment on their child's progress.

Informal meetings with parents when necessary to discuss progress or behaviour are encouraged.

TIMETABLE FOR DEVELOPMENT AND REVIEW

Policies are renewed and updated on a regular basis every 2 years. In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

EQUAL OPPORTUNITIES

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Ratified by the Governing body on 19 February 2013

Chair: *Mr D Weaver*

Policy Reviewed Date: 8 January 2015

Next Review Date: January 2017

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Appendix to Assessment Policy

Date	Action
September/ October	<ul style="list-style-type: none"> ➤ Parent consultations
October/November	<ul style="list-style-type: none"> ➤ All Target setting sent into LEA
December	<ul style="list-style-type: none"> ➤ Incerts / End of term assessment levels maths, English, Science and Welsh entered into Assessment Manager. ➤ IEP's Reviewed and updated ➤ EAS targets reviewed
January	<ul style="list-style-type: none"> ➤ Y2-6 Pilot National Reading and Numeracy Tests form previous year.
March / April	<ul style="list-style-type: none"> ➤ IEP's reviewed and updated ➤ Parent consultations ➤ Incerts / End of term assessment levels Maths, English, Science and Welsh Yr6, entered into Assessment Manager ➤ EAS targets reviewed ➤ Moderation meetings for Year6 with cluster schools
MAY	<ul style="list-style-type: none"> ➤ Y2-6 National Tests –Reading, Numeracy Procedures and Reasoning ➤ Rec /Y1 NFER Reading and Maths ➤ NFER Spelling Yr 1-6 ➤ Moderation meetings for Year6 with EAS ➤ BPVS Nursery
June	<ul style="list-style-type: none"> ➤ Incerts completed for all areas of the curriculum. ➤ End of year levels Maths, English, Science and Welsh entered into Assessment Manager ➤ Year 2 & 6 Data entered and sent to WAG ➤ Reports to parents
July	<ul style="list-style-type: none"> ➤ All data and class hand over information given to class teachers ➤ IEP's reviewed and updated