

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Assessment Policy

Assessment Policy

This policy sets out how we use assessment to support the progress of the pupils and to ensure their learning is pitched and planned effectively to maximise their progress.

Aims and Objectives

The aims of assessment in our school are:

- to enable our children to see their rate of progress and what they need to do next to improve their work
- to enable our teachers to track the progress of all the pupils in their care
- to equip teachers to make well-founded judgements regarding pupils' performance and progress
- to use the data generated by assessment to ensure every child makes good or better progress
- to provide regular information for parents and carers that enables them to support their child's learning and work in partnership with the school
- to provide the Senior Leadership Team (SLT) and school Governing Body (GB) with the information to make judgements about the effectiveness of the school and its leadership

Formative Assessment

Teachers carry out formative assessment of their pupils on a daily basis. During the lesson, targeted questioning; focussed work with groups and individual pupils and the work produced by the pupils in the lesson all assist teachers in making an informed judgement about the pupils' progress and the effectiveness of their teaching. Lessons are evaluated and subsequent planning adapted in light of this.

Summative Assessment during the school year

Each term, pupils are assessed against the EYFS outcomes and, in KS1 and KS2, a set of Key Performance Indicators (KPIs) in reading, writing and maths. These assessments are entered into the school's data management system and analysed by the SLT to track progress, plan professional development and report to the Governing Body.

During the school year, pupils in years 1-6 are assessed in maths, reading comprehension and SPAG (spelling, punctuation and grammar) through the use of mock tests on a termly basis. The results of these assessments are collated and tracked to ensure gaps in pupils' understanding or their ability to apply themselves effectively to a test situation are quickly picked up and rectified.

Summative Assessment at the end of KS1 (year two)

Year Two

- Pupils will be assessed in writing, reading, mathematics
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- ALL pupils will be assessed by their teacher using the 'Teacher Assessment Framework' (TAF) and the tests provided by the Standards and Testing Agency. The assessments are moderated by the SLT and the outcome of this assessment will be submitted to the Local Authority.
- Pupils will be assessed against the following judgements in all subjects: working below the expected standard, working at the expected standard and working above the expected standard.
- Parents will be notified of the outcome of the child's assessment before the end of the summer term.

Year Six

- Pupils will be assessed in writing, reading, mathematics and SPAG (spelling, punctuation and grammar).
- Pupils will undertake tests in reading, mathematics and SPAG.
- Pupils will be assessed by their teacher, and moderated by the SLT for their writing, reading and maths using the 'Teacher Assessment Framework' (TAF).

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- Pupils will be assessed against the following judgements in all subjects: working below the expected standard, working at the expected standard and working above the expected standard.
- Parents will be notified of the outcome of the child's assessment before the end of the summer term.

Summative Assessment at the end of the Foundation Stage

Pupils in the Foundation Stage are assessed against the Early Years Outcomes. At the end of Reception children are assessed against the Early Years Profile. Judgements are reported termly, moderated by the SLT and externally by the Local Authority on a rolling programme.

Recording and Reporting

Pupils are regularly informed of their attainment and progress through pupil conferencing and are encouraged to develop their understanding of their next steps.

The Governing Body is informed of the pupils' progress on a termly basis and the school's performance analysed in detail by the Governing Body's Outcomes and Curriculum committee.

Pupils' attainment and progress is reported to the Local Authority through termly meetings with the School Improvement Partner (SIP).

Parents are informed of their child's attainment and progress through formal parent/teacher meetings which are held termly as well as written reports in the Autumn and Spring terms which indicate the KPIs for their child and their current attainment against them. In the Summer term, parents are provided with a written report detailing their child's attainment and effort. In addition to this, any pupils whose rate of progress is considered to be a cause for concern will become a focus for the SLT and Inclusion Manager and in such circumstances parents will be invited into school.

It is a statutory requirement to report end of EYFS, KS1 and KS2 outcomes to parents, the Local Authority and the Department for Education.

Use of data

Pupils are set small step, specific targets in writing and maths. Progress towards these targets is rewarded according to the individual class system.

The school annually sets end of EYFS, KS1 and KS2 targets for the subsequent academic year.

Termly meetings take place with teaching staff and members of SLT to help identify children and support and outstanding rate of pupil progress within the school.

It is each subject leader's responsibility to ensure that samples of children's work are kept which reflect the full range of ability within each subject.

Our Assessment Leader is responsible for monitoring the implementation of this policy. The Assessment Leader will inspect samples of the children's work and observe the policy being implemented throughout the school