**Primary Assessment Policy**

|  |  |
| --- | --- |
| **Date Policy Adopted** | **December 2016** |
| **Date for Policy Review** | **December 2018** |
| **Assessment Lead for the Trust** | **Rick Gill** |

**Why assess?**

Children’s progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children.  All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

* to enable our children to demonstrate what they know, understand and can do in their work;
* to allow teaching teams to plan work that accurately reflects the needs of each child;
* to help our children understand what they need to do next to improve their work;
* to provide regular information for parents that enables them to support their child’s learning;
* to contribute towards accountability data;
* to enable local and national benchmarking between schools and monitoring of performance;
* to ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners;
* to ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

**Expectations**

The Teachers’ Standards came into effect in September 2012 and they exemplify the standards and expectations of all teachers. They specify the following with regards to assessment:

|  |
| --- |
| 6. Make accurate and productive use of assessment * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 |

**Aims of the new National Curriculum**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more ‘assessment of the right kind’, to offer task specific, personalised feedback and to become ‘Assessment Professionals’ by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

* Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
* Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

**Assessment in the Truro and Penwith Academy Trust**

Leaders from primary schools that form the Truro and Penwith Academy Trust have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children’s strengths as well as areas where they need support.

**Types of assessment**

Definitions:

***Formative assessment***: Day to day, on-going assessment as part of our repertoire of teaching strategies, based upon how well pupils achieve learning objectives. It is about providing quality feedback and involving pupils in improving their own learning.

***Summative assessment***: this is a snapshot testing that establishes what a child can do at a given time and is important for accurate information regarding a child’s attainment and progress. It informs whole school target setting and prediction of a cohort’s future attainment.

1. **Formative Assessment (Assessment *for* Learning – AfL)**

Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve that aim.

According to Paul Black and Dylan William improving learning through assessment depends on five key factors:

* The provision of effective feedback for pupils
* The active involvement of pupils in their own learning
* Adjusting teaching to take account of the results of on-going assessment
* A recognition of the profound influence assessment has on motivation and self-esteem of pupils
* The need for pupils to be able to assess themselves and understand how to improve.

In practice this requires:

1. Sharing learning objectives
2. Defining success criteria
3. Appropriate and challenging questioning
4. Self and peer evaluation
5. Effective and timely feedback to pupils on their next steps in learning
6. Engaging pupils in responding to the feedback from teachers
7. Celebrating achievement

1. **Summative Assessment - Assessment *of* Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child’s attainment and progress. This will also inform whole school target setting and prediction of a cohort’s future attainment

Summative assessments:

* identify attainment through one-off standardised tests at any given point in time
* record performance in a specific area on a specific date
* provide age standardised information
* provide end of key stage test data against which the school will be judged
* ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
* provide information about cohort areas of strength and weakness to build from in the future
* provide information about specific groups (FSM/Pupil Premium, SEND, Gender, EAL)

**Foundation stage profile**

Children are assessed in the Reception Class. Staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey of photos and comments. Parents and carers are able to contribute to this document and will receive a final profile at the end of the summer term.

**Year One phonics check**

All children in Year 1 will participate in a phonics check.  This assessment will be administered by the Year 1 teacher.  Results are included within the Year 1 end of term report. Children who do not meet the standard in Year 1 will re-sit the test in Year 2. Results will be reported to parents.

**SATS**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. The national expectation is that children should aim to achieve National Age Related Expectations (NARE) at the end of Year 2 and NARE at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

**Marking and assessment**

All children will receive quality feedback through marking and dialogue so that they have specific advice about improvements to their work. Children in Years 1 to 6 are assessed against the statements for their year group. Some children with SEND will be working outside their year group.

Assessment information will be used to inform planning and to identify children who may need extra support.

**Mastery**

The Mastery learning model forms the basis our approach to teaching. This means spending greater time going in to depth about a subject as opposed to racing through the concepts and knowledge pupils are expected to know by the end of each year group. Accelerating through content in the past has led to some children having large gaps in their knowledge because the concept taught was either too big or learnt too quickly. As a primary school in Truro and Penwith Academy Trust, it is our duty to ensure that children have a secure understanding of subject knowledge and skills as well as being emotionally resilient for the next stage of their learning.

Our intention is to take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who grasp concepts more rapidly. We focus on the majority of children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative with it to really understand (or master) it. Simply going beyond the requirements of their age group does not guarantee they have understood something – just that they have heard it.

At our schools, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge and skills.

**Family consultations**

Family consultation meetings take place throughout the school year. Parents/Carers have regular opportunities to discuss their child’s progress and next steps of learning with the class teacher.

**Reports to parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school.

**Inclusion**

All schools in Truro and Penwith Academy Trust are inclusive and we work hard to meet the needs of all our children.  Class teachers are responsible and accountable for the progress and development of all pupils in their class.  High quality teaching is available to all children, including those with additional needs. School leaders and teachers ensure that all additional support in the classroom is deployed effectively.  Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

This policy should be read in conjunction with:

* Marking + Feedback Policy
* Teaching and Learning Policy
* SEND policy

**Tracking and Monitoring across the Trust**

The proportion (%) of children in each year group working at National Age Related Expectations or above is monitored in all TPAT schools throughout the academic year and reporting to the Board takes place on a termly basis

|  |  |  |
| --- | --- | --- |
| **Autumn** | **Spring** | **Summer** |
| % of Children on track to be at NARE or aboveAnd On entry data for reception pupils | % of Children on track to be at NARE or above | % of Children at NARE or aboveIncluding GLD in EYFS and breakdown of PP and SEND for Y2 and Y6 |
| Data collected in Nov/Dec and reported by end of Autumn Term for January Curriculum & Standards mtg | Data collected in Feb/March and reported by end of Spring Term for May Curriculum & Standards mtg | Data Collected in July and reported by end of September for November Curriculum & Standards mtg |
| Data reported for Year R – Year 6 | Data reported for Year 1 – Year 6 | Data reported for Year R – Year 6 |