



## Ayios Nikolaos Assessment Policy

Review Date: May 2018

Date of Next Review: May 2019

**Head Teacher: Mrs Sarah Baillie**

### **Cross Reference with other supporting documentation :**

#### **1. Rational for setting targets and progress**

#### **2. Pupil Progress Meetings**

Assessment is an integral part of effective planning of teaching and learning and is central to classroom practice. It serves a number of purposes; formative, summative and diagnostic including setting realistic targets for children. Assessment enables all learners to achieve their potential and to have their efforts recognised.

### **Aims**

At Ayios Nikolaos Primary School, effective assessment

- Is embedded in a view of teaching and learning of which it is an essential part;
- Involves sharing learning goals with pupils;
- Helps pupils to know and recognise the standards they are aiming at;
- Involves pupils in self-assessment; developing the pupils as reflective learners – reviewing and appraising their own work;
- Provides feedback which leads to pupils recognising their next steps and how to take them;
- Is underpinned by confidence that every pupil can improve;
- Ensures that the needs of different audiences for assessment, recording and reporting are met; informing relevant parties about the child's attainment and progress;
- Complements the teaching and learning and marking policy.
- Is related to National Curriculum levels and the Code of Practice for Special Educational Needs

### **Principles for Assessment, Recording and Reporting**

Assessment, Recording and Reporting at Ayios Nikolaos Primary school is based on the following principles:

Assessment should support the child

- In his/her every day work at school, encouraging him/her to strive for the highest standards possible, fostering positive attitude towards work and recognising strengths and achievements which can be built upon.

Assessment should support the parent

- to develop an understanding of their child's abilities and enable them to give help wherever possible;
- by helping to develop a partnership with the school.

Assessment should support the teacher

- to understand the individual child's capabilities and set activities which challenge and support further progress;
- to group the children to facilitate learning with maximum results;.
- to identify and plan effectively the next stages of learning in order to maintain an effective, engaging and personalised curriculum;
- to evaluate the effectiveness of curriculum planning;
- to report each pupil's achievements.

### **Initial Assessment**

On entry to Ayios Nikolaos Primary School, a learning file is set up for all children. The file follows the child throughout his/her time at school and contains all the child's assessments, tracking progress from point of entry assessments.

## **Foundation Stage 1**

Practitioners focus on ongoing assessments to inform their teaching and identify progress in learning. Observations showing significant achievement are kept and dated and placed in the child's learning journey. Practitioners level the learning according to the Development Bands so that they can ensure children are making progress over time. Parents are encouraged to contribute to their child's learning files and parent/practitioner progress discussions are held termly to discuss individual children's learning journey.

## **Foundation stage 2**

Each child will transfer from Foundation Stage 1 with their learning files showing their achievements (mainly photographic evidence and 'stickies') and tracking information showing the child's progression through the development bands.

The Foundation Stage Two Practitioner will continue to collect evidence for the children's learning files and track the children's progress against the scale point statements in the EYFS Profile. At the end of FS2, assessments are reported formally to parents through the end of Year reports.

## **Year 1 to Year 6**

On arrival to the school transfer records and point of entry assessments are made for all children. These are discussed with parents within the first three weeks of school. On occasion, there may be a disagreement concerning transfer assessments. These are always discussed with parents and clearly signposted in the children's learning files.

Children are fully engaged in the assessment process, and contribute to their learning files, through their meetings (Pupil Conversations) to discuss whether they are on track to achieve their end of year targets. Regular pupil conversations are used to identify next steps learning (key curricular targets) to maximise progress made and to remove any barriers to their learning.

## **Assessment of Learning**

Assessment has summative and evaluative purposes. It's a periodic activity that involves the summarising of pupils' progress and can draw on a range of assessment information including that from tests and teachers' ongoing assessments, providing the most reliable picture of school performance for monitoring, planning and evaluation.

## **Learning Files**

Children's learning files are a "one stop shop" that contain all the key information, tracking children's progress over time. The files underpin all the work we do and they are clearly focused on the children's learning needs. The children are very proud of their files which are shared with the parents at parent/teacher consultations.

As well as tracking progress in core subject areas, learning files detail achievements across the curriculum, including talents in and outside of school, which will accompany the child throughout the school.

The files contain the Assessing Pupil Progress Materials (APP) for all the core subjects. These materials support the teacher in identifying gaps in learning in order to inform future planning.

### **In addition:**

- Teachers in KS2 will use their own mark/record book to record ongoing results e.g. spelling and multiplication test results.
- Teachers in KS1 will use their own mark/record book to record ongoing results e.g. maths monkey, KS1 phonics
- Teachers will decide how and when to assess pupil's attainment at the same time as they plan the work.
- Teachers will display proficiency in using a range of assessment techniques in the classroom e.g. notes of individual and group discussions, published tests, self-assessment, questioning and pictorial evidence.
- Predictions for pupils' end of year attainment in reading, writing and mathematics are set by the Headteacher and Deputy Headteacher with teachers at the first pupils progress meeting in October. The school has a clear rationale for setting end of year attainment targets and expected progress for all pupils.
- Formal predictions for pupils' end of Key Stage 1 and 2 attainment will be carried out in Year 2 and 6.
- On entry to the school pupils' teacher assessments will be used as a basis and progress of individuals in maths, reading and writing will be evaluated each term, using Integrus G2. This will happen annually for speaking and listening, science and ICT. The tracking will also identify pupils to be targeted for intervention.

- Pupil's individual folders will contain key pieces of work and test papers (from previous year), highlighting children's achievements.
- At the beginning of each unit, pupils will be assessed on their understanding of the mathematical objectives planned and will be assessed at the end on the objectives taught. Analysis of results will aid future planning and pinpoint individual, group and class targets.
- Each term, pupils will be assessed in English writing, using the APP materials. Children will be assessed on the fiction and non-fiction written work undertaken over the course of the term.
- At the end of each Science theme, pupils will be assessed on their understanding of the objectives. Ongoing assessment of pupil's skills in AT1 Science should be recorded on the science objective section of the Rainbow Profile which forms part of the children's learning files
- End of year optional tests will be carried out in years 3-5 and End of Key Stage tests will be carried out in years 2 and 6 in the Summer term. These tests support teacher assessment.
- The head teacher, SLT, subject managers and SGC will monitor whether different groups of pupils in the school are making sufficient progress, whether aspects of the curriculum and teaching need to be strengthened and whether the school is on track to reach its pupils attainment targets.
- External data will be used to assess how pupil attainment in the school compares with other similar and national schools.
- Integris G2 data will assist teachers and subject leaders in identifying key areas of development and target setting for a particular pupil, class or subject area.
- Annual reports including a summary of pupil progress, targets and attainment in relation to national expectations will be produced and sent out to parents/guardians in the summer term.

## Assessment for Learning

This is based on explicit learning objectives which are shared with pupils and which provide the focus for teaching and learning on a day to day basis. It provides feedback to pupils concerning their own learning in relation to these objectives and allows for pupils to become actively involved in their own assessment.

- Children will assess their own learning in relation to the lesson objectives/ steps to success by use of a traffic light system to indicate understanding. Pupils in years 1 and 2 will place their work in a traffic light tray, according
- to their self-assessment, and a record will be kept as a coloured dot (placed in book by children)
- Focused marking will assess children's attainment in relation to learning objectives and provide short-term, next step targets.( see marking policy)
- Each child will receive a writing target star sheet highlighting their individual writing targets. In years 1 - 4 teachers will record children's targets in consultation with the child and in years 5 - 6 children will be responsible for monitoring their own targets. When the pupils have collected 10 stars the target has been achieved
- Key curricular targets in English will be differentiated into different levels and different Assessment focus.
- Children will assess their handwriting and presentation of written work on a half-term basis, using the handwriting checklist, and decide on a target for improvement.
- Occasionally concept maps will be used at the beginning of a topic, in order to ascertain pupils' existing knowledge. Teachers' planning will then take account of and reflect the outcome of individuals prior knowledge
- and understanding.
- Parent consultations will occur on a termly basis when a summary of pupil strengths and areas of development will be discussed. In the autumn and spring term, parents, teachers and pupils will share and agree targets for literacy, numeracy and PSE. Previous targets will also be reviewed. All parties will sign and receive copies of the target sheet. In the summer term, the child's progress and areas for development will be shared with parents as an end of year report.
- End of term mini reports will be sent to parents, highlighting next step targets and pupils' effort and attitude towards learning.

## Collecting Evidence

Evidence for assessments can come from a wide variety of sources: Written, graphical, three dimensional, oral and behavioural. It is not necessary to keep evidence for every Attainment Target for each child.

However, at Ayios Nikolaos Primary school, individual learning files are kept as:

- A source of information for examining progress and targeting future learning;
- Evidence for reporting to parents;
- Examples of each pupil's attainment to be sent at transfer.

- The evidence for each child is as follows:
- Latest books in core subjects (annotated with dates) to be replaced each time a book is finished
- Latest Assessments
- Pieces of work that show significant progress in Core subjects, annotated with date completed, help given and reason for inclusion;
- Pieces of work that demonstrate a child's particular ability, annotated with date completed, help given and reason for inclusion;

### **Statutory Obligations and Entitlement**

Confirmation of end of key stage levels and teacher assessments.

Teacher assessments must be made continuously throughout all key stages

Pupils and parents are entitled to know where the child is in relation to the teachers', schools' and nations' expectations.

Pupils who transfer to other schools either during a key stage or at the end must take with them their TA levels for the core subjects and examples of pupil's work.