

# Glynwood Community Primary School

## Assessment Policy

### Intent

Assessment should be an integral part of all teaching and learning. At Glynwood, all appropriate forms of assessment should be used to identify next steps in learning and be reflected in planning to ensure a quality education for all.

### Purpose

- To assess what children already know (diagnostic)
- To improve learning (formative)
- To report on a child's learning in terms of progress and attainment (summative)

### Statutory Assessment

#### Early Years Foundation Stage (EYFS):

Staff in Nursery establish a baseline when children start based on their observations and a wealth of information gained from home visits and conversations with parents.

When children start in Reception they are baselined using our own systems to discern which groups children will be allocated in order for them to access the curriculum and for their individual needs to be met.

The EYFS profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded as emerging, expected or exceeding. As well as jotters, books and staff knowledge, staff and parents use "Tapestry" to record evidence to support the assessment process.

#### Year 1 Phonics Screening Check:

This is used to confirm whether children have learned phonic decoding to an appropriate standard. Children have to decode 40 words under 1:1 test conditions. The word lists contain a combination of real and 'nonsense' words. Children who do not meet the standard in Year 1 are required to retake it in Year 2.

#### Key Stage 1:

Year 2 children take tests in reading, grammar, punctuation and spelling (GPS) and maths. These tests are set externally but marked by teachers within the school. Children are given a standardised score. Teacher assessments are used to build a complete picture of a child's learning and achievements. Children are then given an overall result saying whether they have achieved the required standard.

Other subjects, including writing, speaking and listening, science and computing are assessed by the class teacher based on work undertaken throughout the year. Teachers use performance descriptors to inform their assessments.

## Key Stage 2:

Year 6 children take tests in reading, GPS and maths. These tests are externally set and marked. Children are given a standardised score so they can be compared with other children nationally. Performance descriptors are used to support teachers in making their assessments in reading, writing, maths and science. Children may have to take science tests if the school is selected as part of the national sample. Children may be moderated in writing by the LA to check the accuracy of assessment, so staff will carry out internal moderation on a regular basis.

## Assessment for Learning

- Should be ongoing and integrated into teaching and learning
- Should include self and peer assessment
- Should be based on oral responses and questioning, observations, written work and tests
- Should be focused on the learning process as well as outcomes
- Should support planning of next steps

## In-house Assessment

- The school uses assessment files for up to date formative and summative data for each cohort and End of Term data is stored on the resources area of the school online network. Key objectives for maths, and genre specific assessment sheets used to assess writing, are recorded in pupil workbooks. Other subject areas are beginning to use this system via topic cover sheets and end of topic tests or quizzes, which are, again recorded in workbooks. Data tracking sheets for foundation subjects are in place to begin use in Autumn 2021, to analyse data and inform future planning as well as a record of achievement.
- Teachers will use a variety of assessment materials including: optional tests, Abacus half-termly tests, Accelerated reader quizzes and Star Reader tests, RWI sound checks, Vernon spelling tests and of course children's work to support their judgements.
- Regular moderation in-house, with the cluster, LA and other link schools also support judgements in writing.
- Interventions are regularly reviewed and assessed for impact.
- Pupil progress meetings each half term are focused on assessment outcomes for all groups of children (year group, class, girls, boys, SEND, pupil premium, higher attainers, EAL).
- End of year judgements are reported to parents/carers. Children are described as working towards the expected standard (WTS), working at the expected standard (EXS) or working at the higher standard/at greater depth (GDS).
- Staff receive regular assessment updates and training from the assessment lead who monitors the use and effectiveness of formative assessment strategies and who is responsible for analysing whole school data to identify patterns, or areas of strength or concern that may need addressing.

## Conclusion

Assessment should enhance provision and outcomes for all children. It should be ongoing, immediate and effective in order to respond to the needs of individuals or cohorts of children.

Policy updated: June 2021