



STUART ROAD

PRIMARY SCHOOL

growing every day

Rational:

In September 2014 the Government removed the current system of levels from the assessment process. The following policy will demonstrate the system of assessment that will be used in Stuart Road Primary.

The assessment process is a vital part of the teaching and learning process. It is an ongoing process that ensures that staff provide the best education possible and pupils receive the best education possible. It allows the school to gain insight into pupil's needs, their achievements and their abilities. This information can be translated into personalised learning goals and targeted planning to ensure that all pupils achieve their full potential.

Use of assessment:

- Provides information to guide progression in learning and teaching.
- Provides information for target setting/ intervention.
- Assists in raising standards.
- Informs pupils of what is required to increase their attainment.
- Allows pupils to self assess their progress.
- To allow parents to be informed and play an active part in their child's education.
- To allow the school to evaluate its own learning processes and refine them to meet the needs of all children.

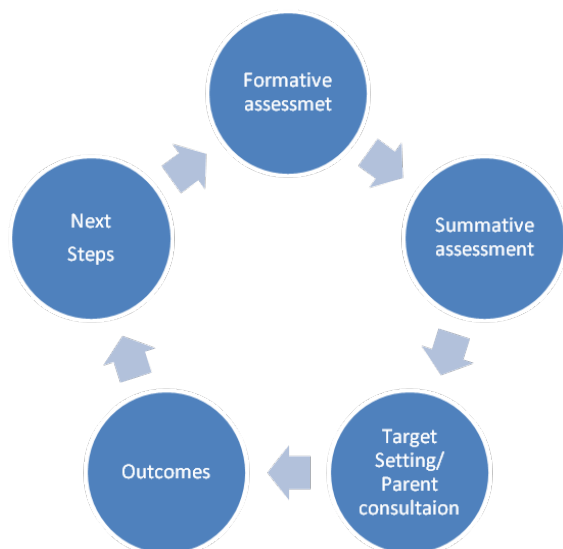
Assessment for Teaching and Learning:

Assessment permeates throughout the school. It is present every day in a multitude of ways. It is critical, for high quality learning to take place, that pupils know how well they are doing and what they need to do to improve and that staff know how well pupils are progressing.

To ensure that assessment takes place staff at Stuart Road will ensure that:

- We evaluate learning to identify specific pupil needs and put appropriate support in place.
- Planning is developed to take into account the personalised learning agenda (where possible).
- All pupils are aware of their targets and what is required to achieve them and exceed them.
- We review all targets on a regular basis to ensure that children are challenged.
- Parents are informed of their child's progress/ targets on a regular basis.
- Pupils have the opportunity to self assess and they take part in peer assessment.
- We mark work in line with school policy and ensure that response marking can enable children to move forward
- We gather data from a range of sources including formative and summative assessment opportunities.
- We use a common assessment structure throughout the school.
- We pass all data through the school to ensure consistency.

The Assessment Cycle:



Formative assessment includes:

Marking of work, end of unit assessments, progress writes for English, subject assessment at the end of units and pupil consultation.

Summative assessment includes:

SATS, EYFS, EY baseline, termly Rising Stars assessments, electronic pupil tracking and pupil reporting (end of year).

At the end of the assessment process we are able to use all data to set challenging targets that we share with the children and their parents. Continuous assessment allows the school to fine tune targets to ensure maximum progress is made.

At Stuart Road the assessment process will follow two routes.

Pupils will be assessed at the end of each term in Literacy and English grammar, punctuation and spelling. They will be assessed in Numeracy and Science at the end of each unit of study.

The school makes use of assessment tests from Rising Stars. The outcomes from the assessments will show whether the pupils are emerging, expected or exceeding. The scores are linked to Age Related Expectation (where the children should be matched to their chronological age). The system of emerging, expected, exceeding as a model is already used in Foundation classes to good effect.

To further ensure that we have a robust assessment process the school has also implemented a supporting system based on the Key Performance Indicators for each year group (NAHT 2014). These KPIs are the skills and knowledge that each child would need to achieve, linked to the new national curriculum, to show that they were at Age Related Expectations.

By linking the outcomes from the KPI tracking and the Rising Stars assessments we will have a system that is robust and will give clear indicators to the progress and attainment of the children.

The school will continue to use national curriculum levels in Year 2 and 6 until 2016 when the Government will introduce new assessment tests for all children.

Target setting/ Parent consultation/Reporting:

Parent consultation takes place, formally, three times a year. At these meetings parents will be informed of their child's targets, their progress and ways in which parents can support learning at home. There is ongoing parental contact throughout the year to ensure continuity.

Targets are reviewed by teachers on a constant basis with new targets being set as and when they are required. The children play a major part in the process and are kept informed of their targets throughout the year.

Analysis of data ensures that targets are accurate and are used to ensure that more able pupils, Pupil Premium pupils and DSEN pupils have equal challenge in their learning.

Moderation/ Monitoring and Evaluation:

Moderation of work is carried out in Key Stages and within year group pairs. This ensures that there is a consistent approach to the assessment process in the school.

The whole assessment process is monitored by the SLT and the governing body to ensure the process has rigour and that we are meeting the challenge of education today.

Moderation is also carried out with our partner schools within our trust.

Role of the assessment leader:

- Ensure all data is recorded in the school tracking system
- Ensure that all assessment is taking place.
- To moderate work to ensure standards are maintained.
- Liaise with and support staff in the assessment process.
- Lead Inset where required.

Role of the Teacher:

- Provide continuous feedback to identify strengths and next steps.
- Provide opportunities for pupils to demonstrate their achievements.
- Promote inclusion by meeting the needs of all pupils.
- Identify gaps in pupil's knowledge and understanding and communicate to the pupils.
- Implement strategies to accelerate progress in school and nationally.
- Impact on learning and the learner.

Role of the Pupil:

- Know what to do to improve.
- Know what standards are required.
- Gain confidence as a learner.
- Be able to gauge own performance against previous performance