



**LAYFIELD PRIMARY
SCHOOL**

Assessment Policy

October 2019

Review date: October 2021

Our Aims are to:

- Plan suitable programmes of work based on the EYFS, National Curriculum and beyond.
- Collaborate as a staff to ensure coverage, continuity and progression
- Take account of the individual abilities and needs of the children in our care, and recognise their achievements, skills, abilities and progress.
- Ensure that assessment is as objective as possible and free from stereotyping, generalisation and any form of discrimination.
- Have arrangements in place to establish what pupils know, understand and can achieve.
- Ensure that all assessments inform the planning and structure of future learning.
- Include information on achievement, skills, ability and progress.
- Update records regularly.
- Ensure that recording is an integral part of the planning, teaching and learning process.
- Monitor aspects of moral, spiritual, cultural and social development, commenting where appropriate.
- Summarise pupil achievements by reporting fully to parents (verbally and in written form), to inform them and to meet statutory requirements.
- Produce meaningful reports, which are readily understood by pupils, staff, other educational establishments and parents.
- We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school.

Layfield Primary School Practice

Planning

Planning is based on the National Curriculum Programme of study. We use Cornerstones as our Curriculum tool and use the planning format recommended. Using the gap analysis tool provided by Cornerstones we are able to plan for full coverage of the programmes of study, whilst also ensuring continuity and progression.

All planning is saved to the Staff Shared area of Google Drive so it is available to all members of staff.

Evaluation and assessment is an integral part of the planning process.

Assessment

At Layfield Primary School, we believe that assessment is an integral part of curriculum planning and is inseparable from the teaching process. Good assessment practice is embedded in thorough teacher planning producing structured activities, which promote independent learning and the opportunity to assess pupil skills and knowledge acquisition. We work with the children to ensure that they too are involved in their learning.

Assessment is necessary to ascertain the child's level of personal and academic development and his/her readiness to progress.

Staff are given a timetable of dates so they are of when assessments must be carried out and data needs to be on the system and available to the SLT.

Assessment Procedures/Strategies

- Teachers evaluate class work every day, noting any particular accomplishments and/or needs of individual children as well as the class as a whole.
- A "Foundation Stage Profile" is initiated for each child once he/she has settled into the Nursery and this is updated every half term during their time in Foundation Stage.
- Foundation Stage Staff use a variety of assessment strategies
 - Catch as You Can notes
 - Informal observations
 - Formal Observations

- Photographs

These help staff to complete STEPS which is up-dated on a half-termly basis. These are recorded on Tapestry which is an online journal of achievement.

- In Key Stages 1 and 2, all teachers keep on-going records to inform evidence and note the success, strengths and weaknesses of children in their class that feed towards expected progress.
- At the end of each term, pupils are formally tested in reading, writing, maths and SPAG using Cornerstones standardised tests.
- Teachers use the results of the tests and their ongoing evidence to inform their assessment judgement.
- Assessment judgements are based on age related expectation. For example a pupil in Year 2 would be expected to be 6 years 10 months in the Autumn Term, 7 years 2 months in the Spring Term and 7 years 6 months in the Summer Term.
- Data is regularly analysed at an individual, group and cohort level to identify next steps, progress and gaps. This is to ensure that targets are met. This is done formally on a termly basis at Cohort Progress Meetings held between teachers and the SLT.
- All staff will complete a cohort action plan each term, which will allow them to track pupils progress and identify which pupils need support and what will be put into place for them.
- Targets are set for each pupil annually and broken into termly targets. Information from a range of sources is used to inform target setting, including FFT Aspire.
- Year 2 children undertake the Non-Statutory S.A.T.s in May. Year Six take compulsory S.A.T.s in May. Results are recorded on End of year forms in the Tracking System.
- Years Six use previous SATs papers to practise the SATs routines.
- Whole School Overviews of results in Reading, Writing and Mathematics are produced from the results so that all teachers can identify children for further support/intervention.
- Test papers may also be analysed to support the identification of next steps and gaps in cohort skills, etc.
- Children with “Special Needs” will follow all aspects of the National Curriculum. In very few cases will there be dis-application. Children with “statements” may follow a modified curriculum appropriate to their abilities. In addition to the school record folders, some children will have a S.E.N. folder containing their Support Plans and any additional assessment records carried out support agencies.
- A folder is kept for each child. This contains:
 - a) Foundation Stage Profile – will include STEPS data.
 - b) Copies of all reports.
 - c) Test Papers
 - d) Any other record which the teacher thinks is necessary – i.e. communication with parents.

Monitoring

Team leaders, Subject Leaders and the Head Teacher will monitor standards of teaching and learning regularly throughout the school year. This will involve classroom observation of teaching and learning as well as monitoring samples of work regularly. Following monitoring, written reports will be discussed at Leadership Team Level and at Full staff Meetings or Team Meetings.

Transfer of Records

Children's records are passed to the next teacher at the end of the academic year and to a child's new school following a request from that school's Head Teacher.

Reports and Reporting to Parents

Formal Consultation Meetings are held twice a year, but parents are able to come in at other times to discuss their child's progress by making an appointment with the class teacher. If there are concerns regarding a child's progress, teachers may contact the child's parents to discuss this with them.

Written reports are given at the end of each academic year. These provide details of attainment and progress in each subject and information on general issues such as punctuality, attendance and behaviour.