



ASSESSMENT POLICY

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children targets and regular feedback on their learning so that they understand what it is that they need to improve. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Types of assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of Assessment for Learning (AFL). The types of assessment we use are explained below.

Formative

Assessment for learning is an integral part of teaching and learning. It allows teachers:

- To identify what pupils have understood, when they need consolidation and when they are ready to move on
- To plan lessons to meet the needs of learners
- To enable personalised learning by setting targets

Summative

Assessments of learning are measures of the children's learning at certain points in the school year. They inform whole school target setting and predictions of a cohort's future attainment. Examples of summative assessment at Maryland:

- Baseline assessments on entry to Nursery and Reception
- Termly Maths, English and Science assessments
- Providing age related expectation information
- Ensuring statutory assessment requirements (SATS, phonics screening etc.) are met

Statutory Assessments

Statutory assessments provide performance information which is used to benchmark Maryland against other schools both locally and nationally. These include:

- Foundation stage profiles
- Year 1 and Year 2 Phonics Screening checks
- End of Key Stage 1 and Key Stage 2 SATS assessments

This information is shared with parents, governors and other stakeholders as well as being published nationally.

Learning objectives and success criteria

We plan our lessons with clear learning objectives, which are generated from National Curriculum objectives. Success criteria link directly to the learning objective and should be skill specific. Evaluations of how well pupils have met learning objectives inform future planning.

Target setting

Non-negotiables: We use sets of 'non-negotiables' based on the National Curriculum age expectations of pupils as targets in numeracy, reading and writing for all pupils. These targets are in pupils' books, so that they can be referred to in lessons. These targets are reviewed regularly and pupils are encouraged to self evaluate how well they are doing in relation to these targets.

SEND Support Plan (SSP) targets: SEND (Special, Educational Needs and Disability) pupils have individual targets contained in their SSP which are reviewed regularly by all adults working with the child. The targets are set by the teacher, parent and SENDCO twice a year. The SSPs include targets for Communication and language; Personal, Social and Emotional development; Physical, Sensory and Medical, Self Help and Independence as well as curriculum targets.

Testing

Children in Years 2 and 6 sit SATS tests in May each year. They complete termly practice papers in order to get used to the test arrangements and to support teachers in predicting end of year outcomes and next steps for pupils.

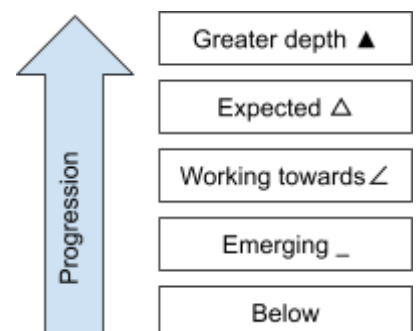
Children in Years 1, 3, 4 and 5 complete a standardised test in Reading, Writing and Maths each term. These include PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Maths Assessment), and GAPS (Grammar and Punctuation and Spelling Assessment) and NTS assessments. These help teachers to reach a judgement for the child and identify next steps. These tests give a standardised score for each pupil, with 100 being average. Scores above this indicate a child is achieving above average and scores below this indicate a child is achieving below average.

Pupils also complete other statutory tests, including the Year 4 Multiplication Check, Year 1 and 2 Phonics Screening checks and the Reception baseline test.

Tracking of pupil progress

Pupil progress is tracked across the whole school using the OTrack web based system. Ongoing formative assessments are recorded against National Curriculum statements for all curriculum subjects. This provides a gap analysis which informs future planning.

Teachers also record their assessments against end of year expectations on OTrack termly. Teachers make use of test results and their ongoing formative assessments to reach their overall judgements. For their programme of study, pupils will be assessed as



below, emerging, working towards, expected or greater depth. We use a visual triangulation system alongside these descriptors.

In order to ensure consistency within assessments teachers will moderate their judgements regularly within their year teams and with the Senior Leadership Team. Reception, Year 2 and Year 6 may be moderated externally during the Summer term.

Pupils with SEND (Special Educational Needs and Disabilities)

A small percentage of pupils, due to the nature of their needs, are not able to access the relevant programme of study. It is important that the progress these pupils make is recognised. Progress for these pupils against their targets is tracked through the SEND support plan system. The SENDCO, class teacher and teaching assistants assess progress against targets regularly and record progress against targets on Provision Map.

Early Years Assessment

In the early years, pupils are assessed on entry into and at the end of Nursery. On entry into Reception, pupils are given 'baseline' assessment within the first half term. This test is taken by pupils nationally and is used to measure progress through the school.

Pupil progress meetings

At termly pupil progress meetings, class teachers are given the opportunity to discuss the progress of groups and individual pupils. At these meetings, through rigorous and robust conversations and analysis, pupils requiring additional support are identified for interventions. Advice and support are offered to teachers by SLT to resolve any barriers to learning being experienced by identified pupils. Pupils identified as performing just below the national average will be identified and a set of formative procedures will be put into place, including intensified marking and booster teaching. Higher attaining pupils are also discussed to identify ways in which they can be challenged. The performance of groups including SEND (Special Educational Needs and Disabilities), EAL (English as an additional language), Pupil Premium and ethnicity groups will also be discussed and actions put in place to boost attainment if necessary.

Reporting to parents

Working in partnership with parents is important to us. We have a range of strategies to keep parents informed of their child's progress in school, so that they can support at home including:

Written reporting: Parents will receive written targets termly. Parents will also receive an annual report in July, which informs them how well their child has achieved and what their targets are for improvement. There is an expectation that parents support their child with their targets at home. During the Autumn and Spring terms, parents will meet with teachers to discuss the progress their child has made with these home targets. End of year reports for pupils in Year 2 and 6 will include details of the national curriculum results achieved in national tests. For Year 1 pupils we report the pupils' result in the phonics screening. For pupils in Year R, we give parents a written summary of the child's achievement against the Early Learning Goals.

Parents evenings: We offer parents the opportunity to meet their child's teacher three times a year. At the first meeting of the school year we introduce the year group team and explain the curriculum and work that will be covered in the year ahead. At the second meeting teachers explain how pupils are performing against their year group expectations and review targets for improvement with parents. In the final meeting of the year, the child's end of year report is shared and targets are identified for the new academic year.

Year 6 Academic Review Day: In Year 6 we hold an additional, longer one to one meeting with parents prior to SATs. In these meetings we discuss predictions for SATS tests based on attainment in 'mock' SATs shortly before the Easter holiday.

Foundation Stage Profile: We offer parents of pupils in Year R the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher and the detailed profile and learning journeys are sent home at the end of the year.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do to improve their work. We have an agreed code for marking, progressive for each phase, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although sometimes we give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we provide written comments on the child's work during marking. We give written comments to children of all ages. We do not always aim these comments at children; quite often we write something that is useful to both parents and teachers.

We encourage children to assess their own work and the work of their peers. We encourage older pupils to be the first markers of some pieces of work, giving them valuable, immediate feedback on their work.

We allow time at the beginning of the day, for pupils to review and improve their work in response to the teacher's marking. We do this to ensure that teacher's marking has an impact on future learning.

Equal opportunities

Assessment at Maryland aims to provide opportunities for ALL children to reach their potential. Both boys and girls are given equal recognition for their contributions. Stereotypical views on gender, race and ethnicity relating to unconscious bias are constantly challenged and opportunities are given to develop equal opportunity for children who are learning English as an additional language, through opportunities to develop their language, during collaborative and practical activities.