

Pennar Community School

Assessment Policy

Introduction

At Pennar Community School it is regarded by all staff that effective assessment of pupils' work is essential to promote and develop children's learning.

Assessment must improve the quality of teaching and learning in all areas. Records made must promote progression in pupils' learning. They need to be kept simple, manageable and effective, providing information for those who require it.

By being an integral part of the education process, good assessment enables us:

- To provide a framework in which educational objectives can be set.
- To track pupils' progress.
- To plan for the next stage in response to children's needs.

Target Setting

In the Autumn Term end of Key Stage assessment data and National Test Data analyzed to assist in the setting of teacher assessment targets for the end of Foundation Phase and Key Stage 2 for the next two to three years. Target analysis is carried out for each year group and data is collated, factoring in eFSM/non-eFSM/ALN comparisons. These targets are presented to the school's challenge advisor, agreed by the LEA and presented to the Governing body.

An awareness of our performance alongside benchmarking data is very important in this target setting process.

A culture of challenge and support is embedded throughout the school with the target setting procedures reflecting this. Targets should be challenging yet achievable to allow children to reach their full potential. Our assessments procedures are essential in ensuring we meet our set targets.

RADY & Uplift

RADY is a pledge to ensure that our disadvantaged learners have maximum support to achieve their full potential, therefore achieving ambitious standards and meeting high expectations, with Uplift being one of 4 core principles to ensure this becomes achievable.

Assessment should:

- Focus on characteristics of a learner's achievements, rather than on NC outcomes and level descriptions
- Involve learners gaining an understanding of specific learning goals and associated success criteria

Assessment has a number of specific functions:

DIAGNOSTIC – Focusing on what a pupil can/cannot do

FORMATIVE - To decide what pupils need to do next

SUMMATIVE - To sum up pupils progress so far, to inform all interested parties.

Assessment needs to be ***continuous and ongoing***.

Formative Assessment (Assessment For Learning)

The assessment of pupils' work is ongoing and carried out throughout every school day.

It is our policy at Pennar Community School to promote and use a range of AFL strategies to ensure our pupils are aware of their learning and take responsibility to further develop their skills.

These include:

- Classroom observation of pupils' written, oral or practical work.
- Discussion and listening to what pupils have to say and engaging in prior knowledge.
- Questioning pupils.
- Promoting active involvement from all learners eg use of whiteboards, 'No Hands Up'
- Initiating opportunities for pupils to talk to each other and the teacher about their understanding of the work e.g. Talk-Pair-Share, group work.
- Regular marking of work.
- Studying photographic evidence.

It must be remembered that this type of assessment is not a test or an examination. It is a professional judgment and is used to indicate:

- What a child can do.
- What a child should do next.

Traffic Lights

The use of traffic lights is integral within the school with regards to pupil self assessment and peer assessment and is used across curriculum areas.

Summative Assessment (Assessment of Learning)

The assessment information resulting from summative assessment tests is used for a variety of different purposes. For example:-

- To inform the future planning of work on an individual, group and whole class level.
- To ensure that pupils are placed on the appropriate stage of the A.L.N. register.
- To ensure pupils are placed in the appropriate ability groups in whole class lessons.

- To help identify under attaining pupils who would qualify for extra support.
- To provide information when reporting to parents, governors and other agencies.
- To pass information about individual pupil performance to the next teacher or to a different school in the event of a child leaving to attend another school.

OVERVIEW OF SUMMATIVE PUPIL ASSESSMENTS

ASSESSMENT	WHEN TO BE COMPLETED	BY WHOM
Early Years Nursery Screening	Six weeks in	Nursery
Foundation Phase Profile	Six weeks in	Reception
DEST	Six weeks in - termly (Short profile all pupils. Flagged pupils full profile until 6.6yrs)	Reception
INCERTS	By half term after entry and ongoing thereafter	Reception – Year 6
Pupil Targets	First half of Autumn Term and reviewed in mid-term reviews thereafter	Reception – Year 6
PASS	October and May	Reception- Year 6
National Tests	May	Year 2- Year 6
Health & Well-being Survey	Ongoing	Reception – year 3
HAPPEN Survey	Ongoing	Year 4- Year 6
All Wales Reading Test	May	Year 1
Progress in Maths	May	Year 1
CAT4 online (NVR / VR)	End of Summer Term	Reception – Year 6
RWI Assessments	½ termly	Reception – Year
DOLCH High Frequency Words Reading Lists 1 - 11	Ongoing	Reception – Year 6
DOLCH High Frequency Words Spelling Lists 1 – 11	Ongoing	Reception – Year 6

INCERTS/Taith 360 & Cluster Assessment Network

Currently INCERTS is used to measure pupil progress against expected outcomes. Teachers assess their classes continually, using the assessment to inform their planning and to keep track of pupil progress throughout the academic year. With the implementation of the new curriculum for Wales in 2022, we are currently in transition from INCERTS to Taith 360, which will allow comprehensive assessment of the 4 purposes and What Matters Statements from Reception to Year 6. A cluster assessment network has been established to ensure

that each school in the Family of Schools (FOS) is adopting the same approach of assessment of the new curriculum with CAT4 NVR/VR testing carried out as a means of consistency.

Recording in the Foundation Phase

Children are observed during activities, relevant information and judgments concerning children's development and significant achievements are recorded. This enables practitioners to plan for the child's progress and next steps of learning.

Observations are made on a regular basis by all staff alongside discussion with class teacher in order to inform future planning and assessment of the children's achievements. With this information the class teacher is able to differentiate the work so that all children are able to reach their full potential. These detailed records are very useful to support children on the ALN register and inform parents appropriately.

Observations are undertaken across all seven Areas of Learning and recorded accordingly in the child's individual observation file.

A Pupil Profile is kept with details of

- Pembrokeshire Skills based Continuum Outcomes which are highlighted to show achievements in the 7 areas.
- Observations
- Samples of work
- DOLCH word reading and spelling progress
- End of year report and pupil self review

Recording in Key Stage 2

In Key Stage 2 the following data and information is compiled for each pupil by the class teacher:

- An overview of pupil's end of year Summative Assessment test results.
- Samples of work in English and Maths, appropriately annotated to record pupil progress.
- DOLCH Reading and Spelling progress.
- End of year reports with pupil self review.

As the child progresses through the Key Stage these Pupil Files form a comprehensive record of a child's attainment and progress.

Assessment and Additional Learning Educational Needs

As a result of the planned assessments within the school the results are used to identify and track individual's with ALN. IEPs are formulated using EDUKEY online tool and implemented to ensure the correct provision is in place for the child. The parents are informed about their child's progress and the content of the IEP. The IEP identifies how parents can support their child at home and also informs children of their targets and what they can do to meet them. IEP targets are monitored and reviewed on a termly basis. (More information is found in the school ALN Policy.)

Assessment and Basic Skills

Test results, as well as teacher observations and class work, are used specifically to identify and target Basic Skills children. Identified children will be involved in one or more of the following programmes to target raising standards:

- Accelerated Literacy
- Accelerated Numeracy
- Lexia

(More information is found in the school Basic Skills Policy)

Moderation Process

Pennar Community School has worked closely with other schools in the Pembroke Family of Schools to create Teacher Assessment Moderation Files for Maths, Language, Welsh and Science at year 6 and LLC, MD and PSD and Foundation Phase. Regular moderation sessions are undertaken by staff, within each phase, to assign appropriate levels to core subjects. These are used appropriately by class teachers to ensure that assessment of pupils' work is correctly moderated for end of year teacher assessments.

Reporting

Parents' Evenings–

Parent evenings are held in the Autumn, Spring and Summer Term. During these sessions, one-to-one consultations between the class teacher and the parents take place. The aim is to develop good relationships with the parents so they become active participants in their child's education. Prior to the Spring Term meeting, parents will receive a mid year target report which details the next steps for the pupils in Literacy and Numeracy in KS2, and includes PSD in Foundation Phase. These reports are generated by INCERTS. End of year reports are also created using INCERTS although this is more comprehensive and includes all subjects. This report can inform the discussions at the Summer Term parent evening.

In these meetings the teacher will:-

- Discuss the child's general progress and provide specific assessment data, if required.
- Discuss targets for further improvement.
- Provide support for any areas of concern.
- Offer advice about help which parents and /or guardians may provide at home to ensure the continued development of their child.

Annual School Report- An Annual School Report is produced by the class teachers at the end of the academic year for every pupil in their care. A copy of this Annual School Report is sent home to the parents and another copy is filed in pupil's individual file.

Our Annual School Reports should be:-

- Jargon free.
- Appropriately detailed, positive and constructive.
- Report on every area of the curriculum or Areas of Learning (Foundation Phase)
- Provide information about personal qualities and achievements as well as academic attainment.

- Provide attendance information.
- Set targets for future improvement.
- Inform parents on their child’s standardised scores regarding their performance in spelling, reading and maths end of year tests.
- Include pupil self review.

Reports to parents of Year 2 and Year 6 pupils should also contain information about teacher assessment levels and data to compare the schools performance with Pembrokeshire (same year) and Wales (previous year).

We have an open door approach and parents can discuss progress or problems at any time with the Head Teacher or teacher, provided notice is given if they wish to see the teacher.

Monitoring and Evaluation

Our assessment procedures are regularly discussed at staff meetings.

Monitoring of areas linked to SDP is conducted on a regular basis and feedback from these monitoring activities is provided to staff.

We aim to ensure assessment is manageable and effective and directly impacts on raising standards.

This policy will be reviewed annually and updated when necessary.

Signed

Headteacher

Assessment Co-ordinator

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