



Grove Park Primary School

Assessment Policy

May 2013

At Grove Park Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. Assessment for learning (AfL) is embedded throughout the school.

“AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.”
Assessment Reform Group

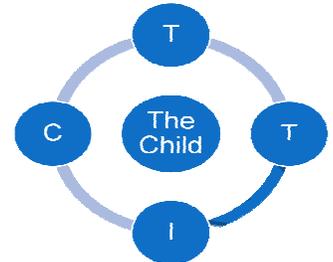
The purpose of assessment is:

- To enable children to progress
- To support children in recognising how to progress
- To inform future planning
- To summarise attainment

In addition, assessment may support teachers and SLT in monitoring the effectiveness of teaching and learning.

Assessment at Grove Park involves:

- **Target setting** – sharing achievable but challenging targets, objectives and success criteria with children, and allowing children to set their own targets with guidance.
- **Tracking** – teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage.
- **Interventions** – teacher (with involvement of SLT, SENCO, TAs and parents where relevant) planning appropriate learning to support children in meeting these targets based on information gained from tracking.
- **Checking** – teacher, child and other adults reviewing whether targets have been met and progress has been made.



At Grove Park we use some tests and external assessments (for example SATs papers, Phonics test, SEN reports) as well as teacher assessment.

Teacher assessment may include the use of:

- Children’s work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions
- Specific assessment tasks, such as spelling tests, times tables tests and phonics assessments.

The Staff Handbook sets out the current schedule for assessments throughout the school.

Data meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason the class teacher meets with relevant members of the SLT **half termly**. The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings targets may be revised and intervention groups planned.

Expectations

An average child in the EYFS will be graded 'Expected' in all 17 areas of the Early Years curriculum.

An average child in Key Stage 1 will make one full level of progress each year. In KS2 an average child will make 2 whole levels from the end of KS1 to the end of KS2, which allows for progression from level 2 to 4 during years 3 to 6.

Year 1	1b/1a
Year 2	2b/2a
Year 3	2a / 3c
Year 4	3b
Year 5	3a
Year 6	4b/4a

However, at Grove Park, we expect the majority of children to exceed these levels, and we set targets accordingly.

Reporting to Parents

We recognise that, if children are to succeed in their education, parents will play a full part in their child's education. In order to do this they need to be kept informed of their progress. At Parent Consultations we inform parents of their child's overall ability and rate of progress. We discuss ways forward for their child, and how the parent can support this at home. Written end of year reports are prepared by class teachers and given to parents in the summer term. These reports clearly identify children's targets.

Assessment

There is an assessment policy but this provides a brief summary of the main points.

	Autumn	Spring	Summer	Ongoing
Nursery	Baseline established by class teacher. Baseline data meeting in October. Identify children who are emerging, expected or exceeding.	Regularly update tracking document.	Regularly update tracking document. Identify children who are emerging, expected and exceeding.	Ongoing observational evidence in relation to the prime and specific areas throughout the year. Tracking document to be completed on entry, December, February, April, and on exit (July).
Reception	Baseline established by class teacher. Baseline data meeting in October. Identify children who are emerging, expected and exceeding.	Regularly update tracking document.	Regularly update tracking document. Identify children who are emerging, expected and exceeding. Identify children who have achieved ELG.	Ongoing observational evidence in relation to the prime and specific areas throughout the year. Tracking document to be completed on entry, December, February, April, and on exit (July).
Year 1	Baseline established by class teacher. End of year targets set with Assessment coordinator. Baseline data meeting in October.	Half-termly levelling on Target Tracker.	Half termly levelling on Target Tracker. Phonics assessment test.	Ongoing observational evidence by Teacher and TA. Twice half termly criterion scale to level writing (writing may be collected from children's self-chosen activities). Half termly data meetings. Reading assessment using APP for each child. Maths assessment using APP for each child. Weekly spelling tests from Spring Term. Weekly phonics tests in Summer term.

Year 2	Agree targets set by SLT for end of year. Agree current levels for reading, writing, sp & list and maths. Autumn term assessment. Half-termly levelling on Target Tracker.	Mid year assessment for reading, sp & list, writing, maths and science. Half-termly levelling on Target Tracker. Review targets in data Meetings.	SATs continuous teacher assessment. SLT moderate Reading, Writing, Sp & Listening, maths and science. Half-termly levelling on Target Tracker.	Twice every half term criterion scale to level writing. Weekly mental maths – including times tables & AM skills sheets. Weekly spelling test of high frequency words. Ongoing reading assessment through APP. Half-termly data meetings with the SLT. Ongoing levelling of maths through assertive mentoring.
Years 3-5	Agree targets set by SLT for end of year. Assessment of reading, writing, speaking & listening and maths. Half-termly levelling on Target Tracker.	Mid year assessment for reading, writing, speaking & listening, maths and science. Half-termly levelling on Target Tracker. Review targets in data Meetings.	May assessment week – non statutory assessments for reading, writing, maths and science. Half-termly levelling on Target Tracker.	Twice a half term criterion scale to level writing. Weekly mental maths – including tables and assertive mentoring skills sheets. Weekly investigation /tests of spelling rules and patterns. Ongoing levelling of reading through APP / PIRA assessments. Ongoing assessment of maths through assertive mentoring.
Year 6	Agree targets set by SLT for end of year. Agree current levels for reading, writing, SPAG, maths and science. Assessment of reading, writing, SPAG, science and maths. Half-termly levelling on Target Tracker.	Mid year assessment for reading, writing, maths and science. Half-termly levelling on Target Tracker. Review targets during Data Meetings.	SATs administered according to DfE regulations in Reading, Grammar & Punctuation and Maths (MAY). Teacher assessment for writing and science. Half-termly levelling on Target Tracker.	Twice a half term criterion scale to level writing. Weekly mental maths. Weekly investigation/tests of spelling rules and patterns. Ongoing levelling of reading through use of APP, PIRA assessment and past SATs papers. Ongoing assessment of maths including past SATs papers. Ongoing assessment of Science through past SATs papers.

Assessment is the ongoing responsibility of all teachers. It helps us pinpoint the individual need of each child and to map out the next learning step. It supports the teacher in constructing suitable ability groups and mixed ability groups. It informs planning and helps a child to recognise the progress they are making. There are half-termly data meetings to help teachers plan suitable support.