

Little Chalfont Primary School



Assessment Policy

Ready. Respectful. Resilient.

LITTLE CHALFONT PRIMARY SCHOOL

ASSESSMENT POLICY

Ethos

At Little Chalfont Primary School, we are **Ready, Respectful and Resilient** in all aspects of teaching and learning, including this assessment policy:

Ready to adapt our teaching based on formative and summative assessment to respond appropriately to the efforts of the children

Respectful to the efforts of the children, providing targeted support to the needs and next steps of every child
to the workload of teachers, ensuring assessment is efficient and clear guidelines are defined

Resilient to build support to aid all children
to provide universal support to all children and target those who require more

Philosophy

We believe that the use of formative and summative assessment helps to raise standards for all pupils. An effective and efficient assessment cycle enables the personalisation of teaching and learning for all children, while contributing to the identification of pupils who may need targeted or specific support.

Purpose

- To assess the child's attainment and progress
- To motivate and encourage children through the use of targets
- To inform teacher's planning and preparation for teaching and learning
- To provide opportunities for scaffolding to meet the needs of individual children
- To implement intervention for identified targeted or specific support children
- To encourage/recognise high expectations through success criteria

Assessment Approaches

At LCPS, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative and in-school summative assessment data is recorded on Insight, which enables teachers and leaders to monitor pupil attainment and progress over time, alongside the ability to Assess, Plan, Do and Review (APDR) interventions for children with SEND.

Monitoring

Teachers are expected to use formative assessment consistently throughout their teaching, combining this with summative assessment to form a complete picture of pupil progress and attainment. Insight is used to track and assess both formative and summative data to compile performance data for all pupils. The data can be used to identify and track focus groups.

The leadership team will meet with class teachers once a term in pupil progress meetings to discuss pupil performance in detail looking at data, pupil work and test performance. Opportunities will be organised for moderation exercises to ensure consistency and accuracy of teacher judgements.

Pupil performance will be discussed with the Governing Body termly as part of the Headteacher's report.

In-School Formative Assessment

In-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

In-school summative assessment includes:

- Marking of pupils' work using the marking guidance (see Appendix A)
- 'Hinge Questions' and 'Exit Tickets' to check the understanding of all children
- Effective use of questioning
- Discussions with pupils
- Use of assessment sheets in certain subjects
- Updating assessment software (Insight)
- Pupil's editing their own work or that of their peers

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of a unit of work (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school summative assessment includes:

- End of unit assessments in Maths and Science.
- Independent writing tasks at the end of each English unit.
- End of topic assessment tasks across the wider curriculum.

This assessment data is used by teachers to understand the depth of pupil's learning and plan for future teaching; it is used by the school leadership team as part of termly pupil progress meetings analysing the performance of all children including focus groups and SEND pupils.

Nationally Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Year 4 Multiplication Check
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Pupils Performing Below Age-Related Expectation

Despite the efforts of high-quality teaching, some pupils may perform below age-related expectation. In this instance, school uses the Assess, Plan, Do, Review system to diminish the difference:

Assess	Teachers use Insight to identify learning gaps arisen from formative and summative assessment to both assess and inform the planning of interventions.
Plan	Using a Provision Map, teachers identify three core areas of intervention (E.G. writing, fine motor skills, sensory engagement etc) and consider universal, targeted and specialist intervention.
Do	The intervention is carried out and recorded on a 'Record of Progression' form. Please refer to SEND Information Report for more information regarding types of intervention.
Review	Once the six-week intervention is completed, the Record of Progression form is used to update Insight objectives (if applicable) and aid considerations about whether the intervention has been effective or requires changes.



APPENDIX A - Specific Guidance on Marking and Feedback

All pupil's work must be marked and feedback given. Marking will be used to help inform feedback to the whole-class and individuals, where appropriate. Instant verbal feedback and whole-class feedback are effective tools for improving learning and alleviating workload pressures. Where teachers provide written feedback, the following codes will be used:

Early Years


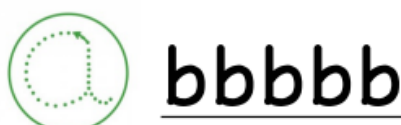
Teachers will use an agreed set of symbols to recognise success and provide next steps to support children's development. The EYFS team will choose the symbols, but possible examples and layout are modelled below.

Example: L.O. To write a sentence to describe The Hungry Caterpillar ✓

 * 

= Well done for using finger spaces = Target: Careful with your full stops.
Child tries to add full stops.

L.O. To write a sentence to describe the fruit the caterpillar eats ✓

 * 

= Well done. You remembered your full stops = Target: Letter formation. Practice 'b'
Child practices 'b' along the line.

Symbols will be used to highlight the following skills to the children: letter formation, finger spacing, pencil grip, capital letters and full stops. Verbal feedback is also an important part of EYFS marking and will be demarcated by a V.

Key Stage One

Teachers will mark the work focusing on the learning objective set in the lesson. In all subjects, not just English, teachers will correct grammar using the following codes:

Sp Spelling mistake to be written out correctly x3 underneath the piece of work



Missing or incorrect use of grammar, including capital letters.

V Verbal Feedback given

Key Stage Two

Teachers will mark the work focusing on the learning objective set in the lesson. In all subjects, not just English, teachers will correct grammar using the following codes:

- Sp Spelling mistake
- Missing or incorrect use of grammar, including capital letters.
- ^ Missing letter or word
- ~ Needs editing
- // New Paragraph to begin here
- V Verbal Feedback given

Peer/Self-Assessment

Peer assessment and self-reflection are powerful assessment tools and should be used frequently across the curriculum to encourage pupils to take ownership of their learning. Comments should be related to the learning objective identifying areas of success and a suggested next step.

E.g. I have mastered the use of commas for embedded clauses. I need to improve my use of commas in lists.

E.g. You have really improved your knowledge of long division. Try to divide decimal numbers too.

E.g. Well done for using an embedded clause. Select two better adjectives to replace hot and tired.

Appendix B: Assessment Across Subjects

Subject	Formative		Summative	
	Method	Frequency	Method	Frequency
Writing	<p>Imitate - Tick marking LO: identifying text features and structure and grammar and skills sessions. Update Insight, where applicable.</p> <p>Innovate - Pupil assessment of: planning, grammar skills and adaptations to the class write. Update Insight, where applicable.</p> <p>Invent - None</p>	Daily	<p>Invent</p> <p>Success criteria for completed invented write and assess using Insight.</p> <p>Next step marking to inform editing lessons.</p>	Once per unit
Reading	Daily tick mark pupil work. Update Insight weekly.	Daily / Weekly	Year group reading assessment – NFER, except Y2 & Y6 past paper SATs Insight assessment.	Termly
Maths	Tick mark by LO in books and update Insight objective.	Daily	White Rose end of block test – recorded in subject leader file. Outcomes used to shape 'catch-up' sessions.	End of unit / End of term
	Self / Peer Assessment.	Weekly	End of term assessment to update Insight assessment	
Science	Tick mark the LO Detailed marking to correct misconceptions only. Update Insight.	Every lesson	End of unit assessment task and update Insight	End of unit
PSHE	Tick mark written work. Update Insight half-termly.	Every lesson		

History / Geography	Tick mark the LO Update Insight after each lesson.	Every lesson	KWL task to start and end each unit used to update and evaluate Insight gradings.	Once per unit
PE	Update Insight after every lesson.	Every lesson		
Computing	Update Insight objectives after every lesson.	Every lesson		
French	Tick marking and correction of errors in books.	Every lesson	End of unit Insight assessment.	End of unit
Art	Verbal feedback during lessons. Update Insight objectives after every lesson.	Every lesson		
DT	Verbal feedback during lessons.	Every lesson	Gallery display of final work. Update Insight.	Half termly
Music	Verbal feedback during lessons.	Every lesson		
RE	Tick mark the LO. Update Insight objectives half-termly.	Every lesson		