

Newington Green Primary School



Assessment Statement

Newington Green Primary School approach to the transitional arrangements for Assessment in the New National Curriculum

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Currently we are in a transition period, since the removal of National Curriculum levels descriptors and the implementation of the new curriculum. During this period of transition (Autumn 2014) we will continue to use the existing national curriculum levels, supplemented by end of year expectations in each subject, and work in partnership with the local authority and external agencies to design a new assessment tool.

Our school statement needs to be read in conjunction with our Achievement, Marking and Feedback and Teaching and Learning policies.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

This policy relates to the **Assessment of Learning**. The school's approach to **Assessment for Learning** is explained in detail in the Teaching and Learning Policy.

Therefore we use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS
 - (% of pupils achieving a “Good Level of Development”)
- Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required screening check)
- End of KS1
 - (% of pupils achieving Level 2b and above in reading, writing, maths and teacher assessment in speaking and listening, science) and (% of pupils achieving Level 3 in reading, writing, maths and teacher assessment in speaking and listening, science)
- End of KS2
 - (% of pupils achieving Level 4b in reading , writing and maths)
 - (% of pupils achieved 2 levels (expected) or more than 2 levels in reading, writing and maths in line with the current OFSTED Framework)
 - (% of pupils achieving the floor targets)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The purpose of assessment of learning is to:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support

- Hold the school to public account
- Hold individual staff to account for pupil progress
- Inform self-evaluation and guide inspection

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Assessment strategies:

Termly	Effective practice would include
Monitoring of books	Formal monitoring of books by subject leaders three times a year with written feedback in literacy, numeracy, science & IPC Senior leaders quality assuring the strengths and weaknesses identified by subject leaders During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task
Moderation across year groups and phases of learning	Provide time in the termly calendar to moderate within school and with other schools in the borough to ensure assessment is robust. Senior leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate

Formal testing	Use a range of commercially produced materials to undertake a snap shot view of pupil attainment on a termly basis. Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
Pupil progress meetings	Time provided for senior leaders, teachers and teaching assistants to review progress of learning To identify groups of pupils making expected and exceeding progress To use data to inform teaching and learning Review the provision map for pupils
Parent Evenings	Termly meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data. To suggest ways parents can support pupils in their learning at home and set targets for improvement.
Yearly reports	Reports summarise the achievements for pupils during the year. Pupils write their own comments on their learning and what they need to focus on in the coming year Parents/carers respond to comments