

Ladywood Primary School



Assessment for Learning Policy

January 2018

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Rationale for Assessment for Learning

At Ladywood Primary School we believe that assessment is an integral part of the teaching and learning process. It complements teaching and learning and is an important part of tracking pupil progress against the programmes of study. Its purpose is to help children learn and fulfil their potential, and about raising standards throughout school.

Assessment

Assessment should, where appropriate:

- Recognise achievement across the curriculum
- Enable us to monitor and evaluate children's progress
- Inform staff, parents and children of the progress of each individual child
- Inform a teacher's planning of differentiated work
- Involve children in their own and peer assessment

Assessment Principles

Teachers need to be clear about:

- What each child knows in the class
- What each child understands
- Each child's ability in all areas of learning
- Target groups for adult support

Children need to know:

- What they are supposed to be learning
- What they have achieved
- What their own personal individual targets are
- That their work is valued

Addressing these principles

These principles can be achieved by addressing the following:

- Teachers will provide pupils with the opportunities to reflect and talk about their learning and progress. Children are given opportunities to articulate their learning.
- Teachers use a range of teaching and assessment methods confidently and appropriately such as observing children at their work, asking them questions about their learning, assessing pieces of work etc
- Teachers use assessment to make decisions about future planning within the classroom for either individuals, groups or the whole class

- All adults will be made clear about their individual role within the pupils learning and should inform the class teacher of developments within each child's learning
- Teachers will set assessment tasks and tests as appropriate

Formative assessment

On a daily basis formative assessment is evident within:

- Self assessment
- Peer assessment
- Verbal feedback
- Written feedback
- Traffic light marking symbols

Summative Assessment

Summative assessment is evident within:

- STAT Sheffield on line tracking system
- Pupil books
- Class flight paths

Summative tests administered are as follows:

- Weekly mental maths/Big Maths tests in KS1 and KS2
- Weekly spelling test
- Half termly writing assessment
- Statutory tests in Year 2 and Year 6
- Optional tests in Year 3, 4 and 5

Assessment cycle in Key Stage 1 and Key Stage 2

- STAT Sheffield trackers are maintained for reading, writing, maths, and grammar, punctuation and spelling (SPAG). These are regularly updated after a child has achieved a learning statement. These ongoing assessments are used to record end of term achievements for each pupil on Educator .
- Guided reading STAT records are maintained and updated weekly - information from these is fed into the STAT Sheffield trackers on Educator
- Maths assessments take place half termly and , along with teacher assessment, results are recorded on Educator each half term.

Pupil tracking in Key Stage 1 and 2

Children's levels of attainment and progress for writing, reading, SPAG and maths are analysed at the end of each term. Pupil Progress Meetings are held between a member of the SMT, the Inclusion Manager and the Class teacher termly. At these meetings, children who have not made expected progress are identified to receive targeted support during the following term, intervention programmes and additional support from outside agencies.

Assessment in the Foundation Stage

Home visits take place for all new starters into the Foundation Stage. At these visits, discussions with parents are used to get to know individual children, recognise their strengths/interests and to identify areas for development. On entry into the Foundation Stage, children are observed and base lined and a 'My first week' assessment form written. Observations of child initiated learning and involvement in adult focused tasks are also undertaken. This information is used to inform a baseline on the EYFS development matters. The children in our Foundation Stage are continually assessed in the seven areas of learning and notes and photographic evidence are kept for each child in their Learning Journey. Regular long and short observations take place. Each half term, judgements are then transferred onto the STAT Sheffield tracking system.

At the end of F2, children are given a profile score in each of the areas of learning; 1 -Emerging, 2- Expected and 3 - Exceeding, comments are also made on characteristics of effective learning.

Assessment of children with SEN

Our assessment of children with SEN is in line with the Code of Practice. In the initial stages, the present and previous class teacher's assessments identify children who are in need of additional support with their learning. After identification, the procedures as outlined in our SEN policy are followed. Where tracking systems highlight that pupils are not making the expected points progress within a term, Pivats assessments are used to assess their movement and progress.

Marking

Please see the Marking Policy - January 2018.

Individual Targets

All children are aware of their personal targets which are shared with them and their Parents in the termly Pupil Progress Meetings. These are updated on an ongoing basis using assessment information from STAT Sheffield.

Homework

At Ladywood Primary School we believe that homework is an integral part of the assessment for learning process. Its purpose is to consolidate the children's learning and to involve the child's parents/carers in the learning process.

Weekly Homework

Each week the children receive homework as follows:

- Foundation Stage - Spellings and/or sounds linked to whole class work and reading.

- Year 1 - Spellings and/or sounds linked to whole class work, reading and Talk Topic speech bubbles.
- Year 2 to Year 5 - Spellings, reading and either a piece of maths or a piece of English.
- Year 6 - Spellings, reading, maths and English.

Log books are provided to record Reading, Spelling and Homework.

Homework Bags

Foundation Stage and Key Stage 1 are provided with traditional blue Reading bags for homework whereas Key Stage 2 are provided with blue draw string back bags. Children are encouraged to bring their homework bags to school every day.

Monitoring and Review

The staff at Ladywood will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy updated January 2018