Assessment Policy

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. This is assessment for learning, and supports the learning process in the short, medium and long term. The product of assessments and records of children's attainment and achievement over time form an essential part of the school self evaluation process.

At Manor our Principles of assessment are:-
- to provide information to support progression in learning through planning and teaching
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning and attainment
- to identify children needing intervention strategies
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning

Day to day assessment is carried out by teaching staff in every subject area and is used to inform future planning, target setting and support necessary for groups or individual pupils. The following forms of formative assessment are used:
- Observation – a pupil or group of pupils are observed carrying out an activity and notes are taken in relation to particular learning objectives
- Marking – assessment of pupils' understanding/progress is made using written or recorded outcomes to make judgements, marking in line with the school marking policy.
- Questioning – teacher questioning elicits pupil understanding. The use of literal to higher order questioning is used to probe understanding.
- Guided group work – the member of staff works with a particular focus group and uses questioning and observation to assess progress against learning objectives.
- Plenaries – use of a planned session at the end of the teaching session to assess pupil progress, attainment or understanding
- Self-assessment – planned opportunities are built into lessons so that pupils are involved in assessing their own progress against the learning objectives and / or the success criteria set during the teaching session. This takes a variety of different forms according to the year group, the subject area and the task/activity. The following are used across the school:
  - Thumbs up/down
  - Traffic lights
  - 'I can' boards
  - Smiley faces / Traffic Lights drawn next to learning objectives
  - Success criteria ladders
  - Five fingers
  - Talk partners/carpet buddies

Assessment of Learning

Formal assessment is a systematic part of our school's work which is used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Manor Primary School will include data from:
- Statutory assessments – Foundation Stage Profile, End of Key Stage Tests
- Regular writing assessments at the end of literacy units
- Half termly teacher assessments in maths, reading and writing using steps assessments and sub-level descriptor grids
- Target Tracker to show pupils' progress from entry, and in comparison with national expectations.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for their class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils'
attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Manor Primary School we will:-
- Follow the Assessment cycle and update the data on a regular basis.
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- Set cohort targets for maths, reading and writing, and share information with headteacher, assessment coordinator, Inclusion Manager, subject leaders and governors as appropriate
- Work with colleagues to moderate reading, writing and maths samples on a regular basis
- Analyse data at the end of academic year to track 'value added' progress made
- Pass cohort data and analysis to next teacher

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Manor Primary School we will:-
- Provide opportunities for three parent consultation evenings per academic year so that parents can discuss how well their child has settled and be informed about the target setting process;
- Write a full mid-year report which highlights progress already made, and identifies targets to work on for the remainder of the academic year. It will include information about the bands that the child is working within, and progress made so far.
- Provide an end of year report which include assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out there is evidence recorded to justify judgements made.

At Manor Primary School we will:
- Moderate writing assessments on a regular basis as part of year group planning meetings as well as in phase groups and as a whole staff
- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Collate evidence to back up teacher assessments, building up portfolios of assessed and moderated work
- Participate in moderation schemes in the Local authority for EYFS, for KS1 and for KS2

As a result of good assessments procedures:

Teachers will know:
o Where the pupils are starting from.
o Whether the class overall has learned what was planned and taught
o If the pupils are making the progress expected to reach their challenging targets
o Whether children are making sufficient progress in order to close the gap and reach national expectations
o If pupils are applying their skills, knowledge and understanding across the curriculum
o Which pupils need more help and in which areas
o Which pupils require extension work
o Whether planned activities have been well resourced, and staff fully utilised in order to impact upon the progress that children have made
o How, if necessary, the teaching needs to be modified and improved in the future

The SLT will know:
o If pupils are making the progress required for them to reach or exceed their targets
o If there are any problems in terms of progress for individuals or cohorts
o If the progress of the children in the school is in line with the school targets set
o How the progress and attainment at Manor compares with other similar schools nationally
o What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children

Parents and carers will know:
o How much progress their child is making
o If their child has any specific problems
o What the school is doing to help a child with specific problems
o What they can do to help their child to make progress

The Local Authority / Government will know:
o How Manor is performing in terms of progress/attainment, and narrowing the gap in relation to national expectations.
o About attainment in the school in terms of tests and teacher assessments at the end of EYFS, KS1 and KS2.
o How Manor compares with similar schools in the LA and nationally in terms of progress and attainment.