

Graham James Primary Academy



Assessment Policy

Agreed by Head teacher: September 2017

Next Review Date: September 2019



GRAHAM JAMES PRIMARY ACADEMY

Assessment Policy

Our approach to assessment:

Assessment is integral to high quality teaching and learning. It helps to ensure that our teaching is appropriate and that learners are making at least expected progress. Assessment can take many forms ranging from daily lesson-by-lesson informal assessments/ monitoring to end of Key Stage National formal assessments. This document will break down each key stage and explain how assessments will impact positively on each and every child.

Assessment in Early Years Foundation Stage (EYFS):

Children in the Nursery & Reception follow the EYFS National Curriculum, and they have their own assessments based on the prime and specific areas of learning. These assessments are ongoing through observations and tasks. The children's achievements against these are tracked and monitored termly and reported to parents/ carers in the annual summer term report. Children will be assessed against the prime and specific areas with outcomes of:

- **Emerging**
- **Expected**
- **Exceeding**

There is also a measure called 'Good level of development' with an age related expectation the children will meet the expected level in the prime areas plus in Maths and Literacy.

Teacher assessments in Key Stage 1 & Key Stage 2:

For children in years 1-6, teacher assessments are ongoing and are a continual process of everyday classroom life. Careful records of your child's attainment (and progress) are kept and regularly updated. Throughout the school year, children will undertake formal assessments – some of these in the form of tests.

These are used alongside the ongoing teacher assessments to give your child an overall 'Age Related' banding to determine whether they are:

- Working **TOWARDS** age relate expectation (ARE)
- Working **AT** age related expectation (ARE)
- Working at **GREATER DEPTH** within the expected standard (Above ARE)

This information is reported to parents at the both the Autumn and Spring term parents' evenings. An end of year academic report summary is sent home to parents/ carers (Summer term).

Teacher assessments are entered onto our carefully chosen tracker system (Educater – STATSheffield – new for the 2017/2018 academic year). We have termly pupil progress meetings to look at every child's termly progress. If this is less than expected or attainment is less than national expectations, we put in place additional interventions for them in the core subjects in order to aid their progress further.

End of Key Stage tests

Children will undertake SATs at the end of Key Stage 1 (year 2) and at the end of Key Stage 2 (year 6). The tests are intended to show if your child is:

- Working **TOWARDS** age relate expectation (ARE)
- Working **AT** age related expectation (ARE)
- Working at **GREATER DEPTH** within the expected standard (Above ARE)

Key Stage 1 teacher assessments and tests:

These assessments take account of how your child performed in the Key Stage 1 tests. The children are assed in the following areas:

- Reading
- Maths (arithmetic & reasoning)

The tests can be taken anytime during the month of May. The results are used alongside teacher assessment to make a judgement about your child's attainment compared to national expectation. These assessments are carefully moderated within school and by the local authority. This is to make sure teachers make consistent and accurate assessments of children's work.

Key Stage 2 teacher assessments and tests:

Key Stage 2 tests are taken in the summer term and are for year 6 children only. They are tested in:

- Reading
- Maths (including arithmetic)
- SPAG – Grammar, punctuation and spelling

These tests are taken on set days in mid-May and are designed to test pupils' knowledge and understanding.

All of the tests listed above are externally marked, and writing is internally teacher assessed and internally and externally moderated to ensure accurate and consistent outcomes.

Phonic assessments in Year 1

All children in year 1 undertake a phonics screening check in June. This is a national assessment and is testing your child's ability to decode words by using their phonic knowledge. The screening check consists of real and made up words and as well as testing single letter sounds, it also tests the children's use of di-graphs and tri-graphs.

The Letters and Sounds phonic programme that we use develops these key skills. When children start in year 1, a baseline test is used to judge the starting point for each child (of note – children should know and apply all phase 3 sounds at the end of reception and year 1 should start on phase 4). All children are assessed throughout the year and intervention/ support sessions organised accordingly.

The outcome of the phonics screening check is reported to parents as follows:

- Met the standard
- Not met the standard

Children who do not meet the National required standard in year 1, have to resit the phonics screening check in year 2.

Interventions at Graham James Primary Academy

Children at our school receive interventions to support progress and attainment. For example, a child may be working below national expectations or they may be working above, but not reaching their full potential. All intervention/ support groups should be seen as a positive opportunity to support children in their learning.

The intervention groups are run throughout the day and are organised by the class teacher as a result of ongoing assessment and monitoring. Additional intervention groups will be organised by the SENCO.

Staff training and development

At Graham James Primary Academy – we understand the importance of accurate, honest, consistent and fair assessment, therefore, staff are regularly trained in our approach to assessment and attend local authority/ governing body training sessions in order to keep update with local/ national assessment advice/ guidelines. We also work within the Inspirational Learning Trust (ILT) whereby children's work is moderated by other schools within the partnership.

In order to continue to make our best better, for the 2017/18 academic year, we have invested in a brand new tracking system (Educater – STATSheffiled) – this will support us with micro tracking all children across not only the core subjects, but some foundation ones also.

Mrs Petra Back
Head Teacher

Mr Richard Turner
Deputy Headteacher

Mr Bradley Lane
Chair of Governors