

## Introduction

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework for setting educational objectives and monitoring and communicating pupils' progress. Assessment is carried out in partnership with pupils. We want our assessments of pupils' progress to celebrate success and close the gap between current and potential attainment.

At PMLS, assessment must be a part of all learning and teaching strategies to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements in closing the gap for pupil achievement.

## Aims and Objectives

- To gather information about the current attainment of individual pupils, groups and classes that is used to set targets.
- To provide information for planning, teaching and curriculum development, as well as targeted support and individual learning programmes.
- To ensure that assessment and recording are key elements of PMLS's staff appraisal procedures.
- To review and where necessary adjust curriculum provision, and to evaluate this on a regular basis.
- To inform staff, parents/carers and governors about the schools strategic planning.
- To allow pupils to show what they know and understand and what they can do in their learning; also to help them understand what they need to do next.

## Assessment

Assessment is a daily part of the life of the school. Daily assessments, through the monitoring of pupils learning and understanding of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the pupil's learning;
- to be summative, providing a snapshot of each child's achievement at the end of a period of learning such as SATs tests in core subjects and at the end of unit or topic assessments.

Pupils are expected to make at least good levels of progress each year, against the national data. This is used to show pupils and parents the progress that has been made and to feed into whole school analysis.

## Annual Assessment Cycle

Autumn	Spring	Summer
<b>Review</b> <ul style="list-style-type: none"> <li>FSP, KS1 &amp; KS2 outcomes</li> <li>Raiseonline unvalidated</li> <li>Half termly teacher assessment –APP</li> <li>Moderation</li> <li>Monitor, review of SEF</li> <li>Pupil progress</li> <li>Target setting</li> <li>Daily AfL feedback</li> </ul>	<b>Review</b> <ul style="list-style-type: none"> <li>FSP, KS1&amp; KS2 outcomes</li> <li>Raisonline validated data</li> <li>Half termly teacher assessments - APP</li> <li>Moderation</li> <li>Pupil progress</li> <li>Target setting</li> <li>Daily AfL Feedback</li> </ul>	<b>Review</b> <ul style="list-style-type: none"> <li>Finalise FSP, KS1 &amp; KS2 teacher assessments</li> <li>Submit FSP, KS1 and KS2 data to LA &amp; STA</li> <li>Question level analysis of Y2, 3, 4, 5, &amp; 6 tests.</li> <li>Pupil progress</li> <li>Target setting</li> <li>Daily AfL Feedback</li> <li>Transition meetings</li> <li>Set priorities for SIP</li> </ul>

## Preston Manor Lower School Assessment Policy



## Roles & Responsibilities

The overall responsibility for assessment belongs to the Head of Lower School & Senior Leadership Team.

- Class teachers are responsible for assessment of the pupils in their care.
- Curriculum Leaders are responsible for monitoring assessment within their subject area.
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

## Assessment for learning

Assessment for Learning is a key part of our approach to teaching and learning at PMLS. Staff use learning objective, success criteria, marking, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps.

Assessment for learning opportunities are identified in planning. Marking is against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Marking should include response to marking and green pen work to create dialogue with pupils to extend, challenge and move learning on.

## Audiences

- Pupils receive formal recognition of their achievements in the form of a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects. Parents in Year 2 & Year 6 are informed of their child's SATs results.
- Parents of pupils in Reception receive a report based on the Early Years Profile points.
- Parent/teacher consultation evenings take place three times a year, in the autumn, spring and term.
- Assessment data is also shared with:
- Governors, Staff, pupils, parents / Carers and External agencies.

## Assessments

Pupil progress is tracked from Reception to Year 6.

**Foundation Stage Assessments:** The Foundation Stage Profile is an on-going assessment completed throughout the reception year. Pupils' Learning Journals celebrate and record significant developments in their stages of learning.

**KS1:** End of key Stage NC assessments (SATs) are used to assess pupils' progress. There is a statutory Phonics Screening at the end of Year 1 in summer term. On-going APP is used to record progress at the end of every term.

**KS2:** pupils take the optional SAT papers in English and Maths as well as on-going Assessing Pupil Progress materials (APP), which are used to record progress at the end of every term. End of key stage assessments - SATs are used to assess pupils' progress from KS1 to KS2.

**KS1 & KS2:** Regular short term targets in reading, writing and maths are set in Years 1-6. These targets are shared with pupils, parents and carers & displayed in class.