

# East Midlands Education Trust

## Assessment Philosophy and Policy

(Mornington Primary)

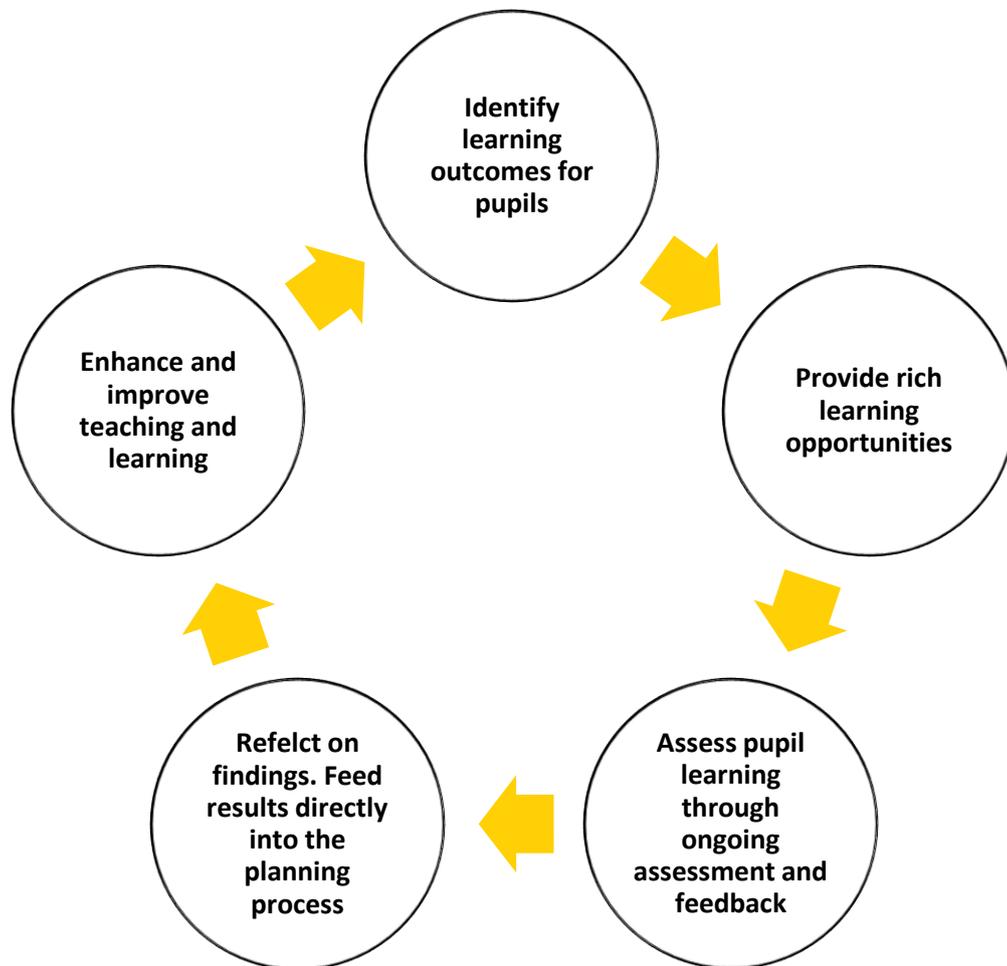


East Midlands  
Education Trust

## Assessment Philosophy and Policy (Primary)

### Assessment Philosophy

An effective and efficient system of assessment has a profound impact on children's primary school education by providing a framework in which pupil progress can be expressed and monitored. The successful implementation of assessment lies in the ownership and understanding of agreed procedures and intentions. We believe that assessment is most effective when it is integral to, and informs, the planning and teaching process by identifying misconceptions accurately and providing clear, direct feedback to learners. Assessment in the classroom helps pupils embed and use knowledge fluently and develops their understanding. Teachers use assessment to raise pupils' achievement: pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve. Leaders understand the appropriate use and limitations of assessment and ensure it is used in a way that does not create unnecessary burdens for staff or learners.



## Types of assessment

There are three broad overarching forms of assessment, each with its own purpose. Examples of each type of assessment include:

<b>Formative assessment</b>	<b>Summative assessment</b>	<b>Nationally standardised summative assessment</b>
feedback <i>Questioning</i> <i>Marking</i> <i>Self and peer assessment</i> <i>Observational assessment</i>	<i>Blocked assessment activities</i> <i>Short end of topic or unit tests</i> <i>Reviews for pupils with SEN and disabilities</i> <i>Standardised Testing</i>	Early years foundation stage profile Phonics screening check National Curriculum assessments at the end of KS1 <i>National Curriculum tests at the end of Key Stage 2</i> <i>National Curriculum teacher assessments at the end of Key Stage 2</i> <i>Science sampling</i> <i>Multiplication Tables check year 4 (2020)</i>

### Formative Assessment

Formative assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout all learning experiences. It is key to ensuring effective assessment for learning. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Formative assessment is most effective when it feeds directly into the planning and teaching and affects the progress of all pupils. To this end, continuous assessment takes place within all learning experiences and feeds directly into teaching and learning.

### Summative Assessment

Summative assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

### Tracking

Tracking of learners is an essential part of their development in school. Its purpose is to inform teaching in both the short term and the long term; identifying future learning opportunities for the development of academic, wellbeing and cultural capital. Tracking the development of detailed knowledge and skills across the curriculum may take the form of formal assessment data or informal data gathered by teachers. This will ensure that learners are developing the knowledge and skills to allow them not to just be ready for the next stage of their education, but also to become confident global citizens who are ready for the 21st Century. To this end, tracking will take a holistic approach, incorporating academic factors, learners' wellbeing and factors relating to learners' cultural capital.

The tracking can take a variety of forms, involving a range of platforms, all with the intention of identifying themes and trends around whole school, year groups, individual classes and target groups.

In all cases, school leaders will ensure there is a specific outcome and that tracking will not create an unnecessary burden for staff or learners.

### **Assessment at Early Years Foundation Stage**

When a child enters the Foundation Stage a baseline assessment is completed. Currently children are plotted against the Early Years Foundation Stage Development Matters in seventeen areas of learning. Practitioners use a variety of assessments including observational assessments. Information from parents and previous settings is used to help accurately plot a child's current development. This is then used to help practitioners understand a child's specific strengths and areas of development.

Throughout points within the year, children's progress is again plotted against the Development Matters Document. The information is used to ensure all children make good progress by identifying areas of strength and areas needing further development. In the June of Foundation Stage Two, final judgements are made against the Early Learning Goals and submitted to the Local Authority.

### **Reporting to Parents/Carers**

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and extend the child's learning.

#### **Reporting to Parents**

- Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.
- As required, teachers are available to meet with parents either before or after school. Conversations may focus on setting or reviewing targets, evaluating progress or barriers to learning.
- In the Foundation Stage - A final end of year report is given to Parents/Carers detailing whether children have not met, met or exceeded the Early Learning Goals in all 17 areas of learning. The final report should also detail the characteristics of effective learning.

#### **Reporting to Governors**

The Head Teacher's Report to Governors (termly)

<b>Reviewed by</b>	:	<b>Linda Azemia</b>
<b>Reviewed</b>	:	<b>May 2019</b>
<b>Next review</b>	:	<b>May 2021</b>

#### Policy Links

- Marking and Feedback
- Teaching and learning
- Special educational needs

## School Assessment Schedule

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fs2</b>	EYFS Baseline Alignment with Development Matters Raise early concerns Parents Evening	Update Development Matters Build Portfolio	Review assessment against Development Matters Portfolio Review	Pupil Progress Analysis by DHT & Senior Fs2 Teacher Parents Evening	EMET Moderation FS Statutory Assessment Non Verbal Reasoning Diagnostic Reading Test	Pupil Progress Meetings Assessment on Exit (GLD) LA Moderation on 4 yr cycle Analysis Report to SLT/Governors Reports to Parents
<b>Primary</b>	Primary Assessment on Year Group Bands Confirm Annual Targets Update SEN lists Parents Evening	EMET Moderation Moderation within MPS Pupil Progress Meetings Diagnostic Reading Tests Review IEP's Review AFA Targets Inquiry Assessments	Moderation within MPS Teacher Assessments Y2 & Y6 Predictions Y1 Phonics Baseline	Pupil Progress Meetings Update SEN lists Review IEP's Review AFA Targets Inquiry Assessments Parents Evening	Moderation within MPS Non Verbal Reasoning Or Cognitive Abilities Testing (CAT) Single Word Spelling Test Year 1 Phonics Screening Key Stage 1 SATs Key Stage 2 SATs Diagnostic Reading Tests Standardised Tests Y3,4,5 Teacher Assessments Diagnostic Reading Tests	Pupil Progress Meetings LA Moderation on 4yr cycle (Y2/Y6) Inquiry Assessments Analysis Report to SLT/Governors for each year group Reports to Parents