

**Norfolk Community Primary School
Assessment Policy
May 2007**

Rationale

Assessment is the means of obtaining information which allows teachers, pupils and parents to make judgments about pupil progress. Assessment measures the success of learning, teaching and achievement and guides the next steps to be achieved. The starting point for this is the curriculum and the processes of learning and teaching.

Aims

At Norfolk Community Primary School Assessment is used to:

- recognise achievement and progression
- support learning and assist pupils to reach learning targets
- provide feedback to pupils, parents and staff
- promote high and realistic expectations for pupils
- produce evidence to inform decisions about next steps in learning
- provide information as a basis for monitoring and evaluating provision and attainment/achievement in school

At Norfolk Community Primary School information is gathered using a variety of assessment methods:

- Formative or assessment for learning- providing information to teachers, parents and teaching assistants about what the child knows and the next steps in learning.
- Summative – providing information at fixed assessment points about how well a child is performing compared to age related expectations and other children in the same cohort, and information about the progress a child is using over time.
- Informal – on going classroom observation that continually updates teacher's knowledge about individual pupil or group progress
- Self and peer assessment – pupils participating in evaluating their own work and that of their peers using agreed success criteria

These methods are all closely linked to the Assessment for Learning Agenda.

Formative – or assessment for learning

Formative assessment is on going classroom observation that continually updates teacher's knowledge about individual pupil or group progress. This is

closely linked to Curricular Targets, which are set termly for groups of children in each class. These targets provide a focus for teaching throughout the term with an expectation of 80% of pupils attaining their target. Targets are set for Reading, Writing, Maths, Science and SEALs. Records are kept to show which pupils had which targets and whether they attained their target. Curricular Targets are set differently for each term.

- **Autumn Term** - Whole School Curricular Targets based on analysis of Summative Assessment in previous Summer term.
- **Spring Term** - Whole School Curricular Targets based on work scrutiny and pupil interviews carried out by core subject leaders at the end of the Autumn term.
- **Summer Term** - Year group Curricular Targets, set in Year group teams and agreed by core subject leaders.

Curricular Targets are child friendly and layered for each year group and ability levels within a year group. The targets are selected to be in line with age related expectations, thus driving standards up within each year group. This is carried out in year group teams.

Summative assessment

Summative Assessment is carried out termly using past SAT's papers in KS2 and detailed teacher assessment in key stage 1. These papers are marked and leveled by teachers. If a child falls below the level of the test, they attempt the previous years test. However, in the Summer term pupils must attempt and be leveled on their years paper. If no level is attained a teacher notes their own teacher assessment of the pupil.

Informal assessment

Informal Assessment takes place at Norfolk in line with Assessment for Learning Strategies. Many methods are used across school, with staff using methods which are appropriate to the activities they are carrying out.

Self and peer assessment

Self and Peer give pupils greater ownership of their own learning. Teachers routinely give pupils time to reflect on their own progress within a lesson and talk about how secure they feel with a new concept. These assessment methods are quite informal. Pupils have the opportunity to Think, Pair, Share, Thumbs up / Thumbs down and show 5 fingers. Pupils also mark with a face in all their books to show whether they have understood and achieved the learning objective. (In line with the marking and feedback policy.)

Recording

This provides the basis for future decisions about teaching, for giving pupils feedback about overall progress, for reporting to parents and for giving the Senior Leadership Team information about attainment levels in class work. Results are recorded in Assessment Folder and provide transfer of information to next teacher and ensure continuity in learning.

Cohort files are created when a new cohort begins at Norfolk. This file follows the cohort through the school and is passed on to successive teachers.

The file contains Curricular Target sheets, Class Tracking sheets and Pupil Tracking sheets.

Curricular Target Sheets (Appendix 1) shows the leveled Targets for the cohort.

Class Tracking Sheets shows the progress made by a class across a year. This is placed in both year group files and classes may alter.

Pupil Tracking Sheets shows a child's progress from FS to Y6 in Reading, Writing and Maths.

Foundation Stage

On admission to the Foundation Stage an initial assessment is taken to assess the child's progress along the early learning goals. The assessment is recorded and used to target specific need. Continual Assessment is carried out through the Foundation Stage by Teachers, Nursery Nurses and classroom support staff. These assessments are recorded on the Foundation Stage Profile.

Evaluation

At Norfolk Community Primary School teachers reflect professionally on their contribution to the teaching process and identify ways of enhancing the teaching and learning process.

The Senior Leadership Team actively evaluates and monitors the assessment of pupils' attainment with a view to maintaining each pupil's progress in core curriculum subjects.

Monitoring

Assessment is monitored and reviewed as an on going activity by S.L.T. and class teachers.

Evidence from all of the above criteria is instrumental in the identification of priorities and targets for attainment and school improvement as outlined in our Single Integrated Development Plan.