



VICTORY HEIGHTS PRIMARY SCHOOL

The Assessment Policy

At VHPS we follow the British standards and criteria for assessment, both formative and summative. All aspects of assessment, recording and reporting are important elements of teaching but they need to be manageable if the information they yield is to be useful.

Victory Heights Primary School is committed to the principle of 'assessment for learning' as well as acknowledging the need for assessment of learning for the purposes of grading and reporting. Assessment, which is explicitly designed to promote learning, is the single most powerful tool we have for both raising standards and empowering lifelong learners. The characteristics of assessment that promote learning include:

- It is embedded in a view of teaching and learning of which it is an essential part;
- It involves sharing learning goals with pupils;
- It aims to help pupils to know and to recognise the standards they are aiming for;
- It involves pupils in self assessment;
- It provides feedback which leads to pupils recognising their next steps and how to take them;
- It is underpinned by confidence that every pupil can improve;
- It involves both teacher and pupils reviewing and reflecting on assessment data.

Pupils' involvement in the assessment process is vital. All children are encouraged to take part in their own assessment. They are told of the 'I can....' statement for each lesson and are increasingly given the opportunity to suggest suitable success criteria. They will discuss these in plenary sessions and comment on their work as to whether they have achieved them. They are also given mutually agreed group and/or individual targets in Literacy and Maths after discussing their work with the teacher.

In Key Stage 2 children are encouraged to develop the skills of peer and self-assessment by looking at their work and checking if they have achieved the 'I can....' statement through the success criteria identified at the beginning of the lesson.

Children in Key Stage 1 and 2 also assess their own progress by commenting on their view of their strengths and weaknesses.

Assessment needs to be seen as three connected levels: day-to-day, periodic and transitional.



Day-to-day assessment is often an informal part of the every lesson. Its purpose is to:

- Check that pupils are developing mental skills: for example, that they can recall mathematical facts, estimate, calculate mentally, and use visual imagery;
- Check that pupils have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give information that will help to adjust day-to-day plans and brief any support staff which pupils to assist, and how to assist them.
- Gather information against the defined assessment criteria to contribute towards the process of 'Building a Picture'.

Some key features of day-to-day assessment are:

- Objectives being shared with pupils
- Peer- and self-assessment
- Pupil engagement and immediate feedback
- Effective use of high-quality resources

Ways to make these assessments include:

- During every lesson absorbing and reacting to pupils' responses to open and closed questions, seeing whether they are confident or hesitant with new work, deciding whether they need extension work or more help. If there are any misunderstandings/misconceptions, lessons are adjusted to address them straight away. The plenary is a good time to firm up day-to-day assessments by asking probing questions to judge how well pupils have understood new work and to check again for any misconceptions. The start of the next lesson could focus on these misconceptions.
- A homework task or test can give useful information on who has learned what.
- Marking of pupils' work in class followed immediately by a discussion with the class to give pupils feedback on their performance and what they need to do to improve. At the same time, errors can be put right and the merits of different methods or approaches discussed.
- The traffic light systems during questioning in starters, plenaries and after work or activities have been completed.

Periodic assessment is the process of standing back and considering the information that has been gathered through day-to-day assessment in relation to the British National Curriculum. Judgments are refined into 'Emerging', 'Expected' and 'Exceeding' within a level using sub-levels. This is done in a holistic way by taking into account how independently, how consistently and in what range of contexts pupils demonstrate their attainment. This constitutes an 'intelligent' differentiation. Its purpose is to:

- Review pupils' progress over the previous cycle of work in relation to assessment criteria and therefore national standards



- Identify pupils' progress against specific individual targets, including those in IEPs, so you can give pupils feedback and set new targets
- Provide a broader view of progress for the teacher and the learner
- Help improve curriculum planning
- Provide information to feed into reporting

At Victory Heights Primary School all year groups carry out periodic assessments each half term, as described in the VHPS Assessment Cycle. Every child will do an assessed piece of Big Writing. Sub-levelled grids are used to level the work. These are moderated within each year group.

On a termly basis children undertake a sublevelled Mathematics assessment. A sublevelled reading assessment is undertaken at the end of each school year in Years 1 – 6. PM Benchmarking is undertaken as per the Monitoring and Assessment Cycle.

Teachers will also keep samples of work that reflect the knowledge the children have acquired from the taught curriculum. Assessments of the work may be written on the child's work if appropriate.

Observations made concerning Speaking and Listening tasks or tasks of a purely practical nature will be recorded on a Recording of Evidence (REV) form (Yr 2 – 6).

These assessments will be reflected in the daily and weekly planning and will be used in conjunction with continuous assessment to enable individual targets to be set.

Assessments of each child's progress will be matched against their expected level of achievement at the end of the school year set by the school. This is to ensure they are on course to achieve the end of Key Stage target set for them against their baseline score set in the first Term of each school year. If a child appears to be underachieving or achieving at a higher level than originally expected for any reason, the class teacher will discuss a plan of action with the SEN department.

Evidence may take the form of tape recordings, photographs and observational notes for school use only.

The information is recorded and used by the class teacher for data collection and analysis and shared in termly data review meetings with the Principal.

Transitional assessment is the process of reviewing pupils' progress and attainment against school and British National Curriculum targets, based on periodic assessment, and using tests from national sources if considered appropriate. Its purpose is to:

- Assess pupils' work against national standards- Y2 and Y6 children carry out National Curriculum Tests (SATs) and are internally marked
- Formally recognise achievement
- Give supplementary information about pupils' attainment and progress to be reported to parents/carers and, if appropriate the next teacher/school;
- Help set targets for mathematics for future years;

- Audit pupils' performance against assessment criteria. The weaknesses highlighted should be brought up as a focus for the next year.
- Children's records are passed from one year group to the next in the summer term. This also includes transition from primary to secondary.

Recording

Evaluation of weekly planning is recorded by the Senior Lead Teachers in conjunction with Heads/Deputies.

Weekly planning folders and children's records are kept in the classroom. The teacher may keep an informal personal notebook to make observations, which facilitate teacher assessment. This notebook need not constitute part of an official record, although the notes may be used to inform this.

Staff set aside non-contact time to discuss children moving on within the school to ensure continuity and progression towards the children's end of key stage targets.

Reporting

Parents are informed of their child's progress each term, during Parent/Teacher Meetings. Any parent may request to see the class teacher or the Head/Deputy at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher or the Head/Deputy will ask to see a parent if they are concerned about the progress of a child in their class.

Reports are distributed to parents twice a year. Parents are given the opportunity to discuss the contents of the report. The teacher identifies areas of desired progress and all concerned parties agree to pursue these targets.