Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning

- to provide information for target setting for individuals, groups and cohorts

- to share learning goals with children

- to involve children with self assessment

- to help pupils know and recognise the standards they are aiming for

- to raise standards of learning

- to identify children for intervention

- to inform parents and other interested parties of children's progress

- to complete a critical self evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Madani Academy Primary School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons

- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate

- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make

- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process

- Regularly share these targets with parents to include them in supporting their child's learning

- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives

- Mark work so that it is constructive and informative in accordance with the marking policy

- Incorporate both formative and summative assessment opportunities in medium and short term planning

- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average

- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

- Working walls

- Targets

- Sharing success criteria

- Self and peer evaluation

- Discussion, talk and modelling

- Conditions for learning – display

- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Madani Academy Primary School will include data from:

- Statutory tests – Foundation Stage Profile End of Key Stage Tests

- Optional Standardised Tests in KS1 in May, KS2 in July and Year 1 phonic checks.

- Termly writing assessments using APP (ssessing pupil progress) or Rising Stars Assessments

- Termly teacher assessments in Numeracy from past SATs papers or Rising Stars Assessments.

- Tracking database/folders in line with the new interim frameworks for KS1 and KS2 for maths. Reading, writing and science will be regularly updated with evidence by teachers.

- On going teacher assessments in all subjects on a termly basis, including science and ICT

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Madani Academy Primary School we will:-

- follow the Assessment cycle and update the data on a regular basis into a summative assessment database

- use information to identify percentages of children working at each level within a cohort and review tracking database/folders to assess if pupils are at expected levels. This will identify any pupils that are a cause for concern and targeted intervention can be initiated.

- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs

- set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors

- work with colleagues to moderate and level writing every term

- analyse data at the end of academic year to track 'value added' progress made

- pass cohort data and analysis to next teacher

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Madani Academy Primary School we will:-

• Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.

• Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

• Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors

- Review the policy regularly in the light of statutory requirements and the needs of the school

- Provide support and guidance with assessment and keep up to date with current information

- Resource school with relevant tests and update assessment cycle

- Maintain the 'tracking file' and consult with all staff about the targets set

- Highlight pupils who have made no progress or are working below expectations

- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background

- Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Madani Academy Primary we will:

- Meet regularly to moderate writing assessments at half termly book monitoring meetings

- Moderate work through planning and book scrutinies, feeding findings back to members of staff

- Collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy

- Half-termly, review tracking database/folders to discuss how pupils are meeting expected levels in the I can statement tracking sheets. Evidence collected by teacher will be discussed and moderated by teachers/Teaching and Learning Lead.

Reviewed: 2nd September 2017

Sign: