



Thorp Primary School Assessment Statement

Assessment is a continuous process integral to teaching and learning. 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 all 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

Assessment for Learning

Assessment 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 Thorp Primary School we:

- evaluate pupils learning to identify those pupils with particular needs so that these can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating learning where appropriate
- encourage pupils to evaluate their own work and their peers in a supportive environment
- mark work so that it is constructive and informative in accordance with the marking policy
- use a system of clear progression with the children which we call *Thorp Learning Ladders* which are used to record pupils' current attainment. This allows a focused dialogue on learning to take place between the child and the teacher so that children become increasingly responsible for their own learning and progress. These *Thorp Learning Ladders* are also shared with parents at suitable opportunities in the year.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which is used to track pupils, groups and cohorts in the school. It is through an effective tracking system that the school develops a clear understanding of current standards, its strengths and areas for improvement.

The Assessment cycle at Thorp Primary School includes data from:

- Statutory tests – Foundation Stage Profile, phonics screening check and End of Key Stage Tests
- Half termly teacher assessments in reading, writing and mathematics.
- A range of published levelled assessments in reading, writing and mathematics. E.g. NFER tests
- Ongoing termly teacher assessments in all other subjects

The regular half termly reviewing of tracking data with the SLT gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities and attainment of pupils that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment ensures that every pupil has challenging and realistic targets set for them and



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that the path of reaching those targets is determined through effective classroom teaching, organisation and careful planning.

To achieve this at Thorp Primary School we:-

- follow the Assessment cycle and update the data on reading, writing and maths on a half termly basis.
- use information to identify children working at each level within a cohort and those making above and below expected progress
- 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 maths and English and share information with head teacher, assessment coordinator and SENCO
- analyse data at the end of academic year to track progress made and identify strengths and areas for improvement
- record all assessment data using *Target Tracker* software to enable teachers to have access to all information on their cohort so that gaps and strengths can be identified and used to inform planning. It also provides a tool for coordinators and SLT to analyse the data for their subject or area .

Reporting

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

At Thorp Primary School we:-

- 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 an 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 parents by appointment.

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 judgments made.

At Thorp Primary School we:

- meet regularly to moderate writing assessments
- moderate work through planning and book scrutinies
- use other published assessments such as NFER English and maths tests to validate and confirm Teacher Assessment
- regularly participate in moderation schemes in the Local Authority for Foundation, year 1, year 2 and year 6. In collaboration with other schools, we participate in moderation activities when the opportunity arises.

For more specific information regarding how we mark and give feedback to pupils, please see the Marking and Feedback policy.