



## **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 feedback and marking policy (appendix one)
- 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
- Regular (half termly or termly) teacher assessments in reading, writing, mathematics and other subjects
- The annual use of nationally recognised and benchmarked assessments in reading, writing, science and mathematics, called 'Progress Tests' from GL Assessment
- Annual use of the nationally recognised CAT4 assessment in KS2 which looks at non subject domains needed in learning (for example non verbal and verbal reasoning skills)
- Ongoing teacher assessments and reviews as part of the Assess/Plan/Do/Review cycle (for example; use of low stakes quizzes, in school moderated pieces)
- Testing of vocabulary using the Welcome Project in phase one, and BPVS in phases two and three.

The regular half-termly reviewing of tracking data with the leadership team 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 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 all subjects 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 in the core subjects
- 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, or who are struggling with a particular aspect of learning
- set cohort targets for maths and English and share information with the head teacher, phase leader and SENDCO
- 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 subject leaders and the leadership team 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 an initial 'meet the teacher' session at the start of the year so that expectations of attainment and learning are clear for families. Parent consultation events so that parents can discuss how well their child has settled and be involved in the target setting process; these may be through a parent/child/teacher meeting or as a written 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, maths and reading
- 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 EYFS, year 2 and year 6 teachers.
- collaborate with other schools, participating in moderation activities when the opportunity arises



## Thorp Primary School Assessment Statement

### APPENDIX ONE-Feedback Policy (including 'marking')

The evidence of best practice from the Education Endowment Foundation and other expert organisations underpins our policy. The Education Endowment Foundation research shows that effective feedback should:

Redirect or refocus either the teacher's or the learner's actions to achieve a goal

- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

**Our policy on feedback has at its core a number of principles:**

- The sole focus of feedback and marking should be to further children's learning
- To support children's understanding of learning and metacognition, feedback will be specific to learning and not generic phrases
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective, and therefore feedback delivered in lessons is more effective than comments provided at a later date
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- Teachers at the earliest appropriate opportunity should review all pupils work so that it might positively impact on future learning.

**Feedback in practice is given in three ways (in order of decreasing importance):**

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of the lesson/task
3. Review feedback- away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<p><b>Teachers gather feedback from teaching by questioning, whiteboard work, book work</b></p> <p>Takes place in lessons with individuals and small groups.            Given verbally to pupils for immediate action.            May involve teaching assistants providing support or further challenge.            May re-direct the focus of teaching or the task.</p>	<p>Lesson observations, learning walks            Improvements evident in books            Editing in green pen/pencil            Achievement steps ticked</p>
Summary	<p><b>Takes place at the end of a lesson or activity.</b></p> <p>Often involves whole groups or classes.            Provides opportunities for evaluation of learning in the lesson.            May take the form of self or peer assessment.            May guide a teacher's next steps, focussing on areas of need.</p>	<p>Lesson observations/ learning walks            Evidence of peer and self-assessment usually in green pen/ pencil            May be included in written feedback/marking            May involve pupils recording achievement steps achieved</p>
Review	<p>Takes place away from the point of teaching.            May involve written comments for pupils to read/respond to.            Provides teachers with an opportunity for assessment of understanding.            Leads to adaptation of future lessons through planning, grouping or adapting tasks.            May lead to targets being set for pupils future attention or immediate action</p>	<p>Acknowledgement of work completed            Written comments and appropriate responses/action often shown in green pen            Adaptations to teaching sequences when compared to planning</p>